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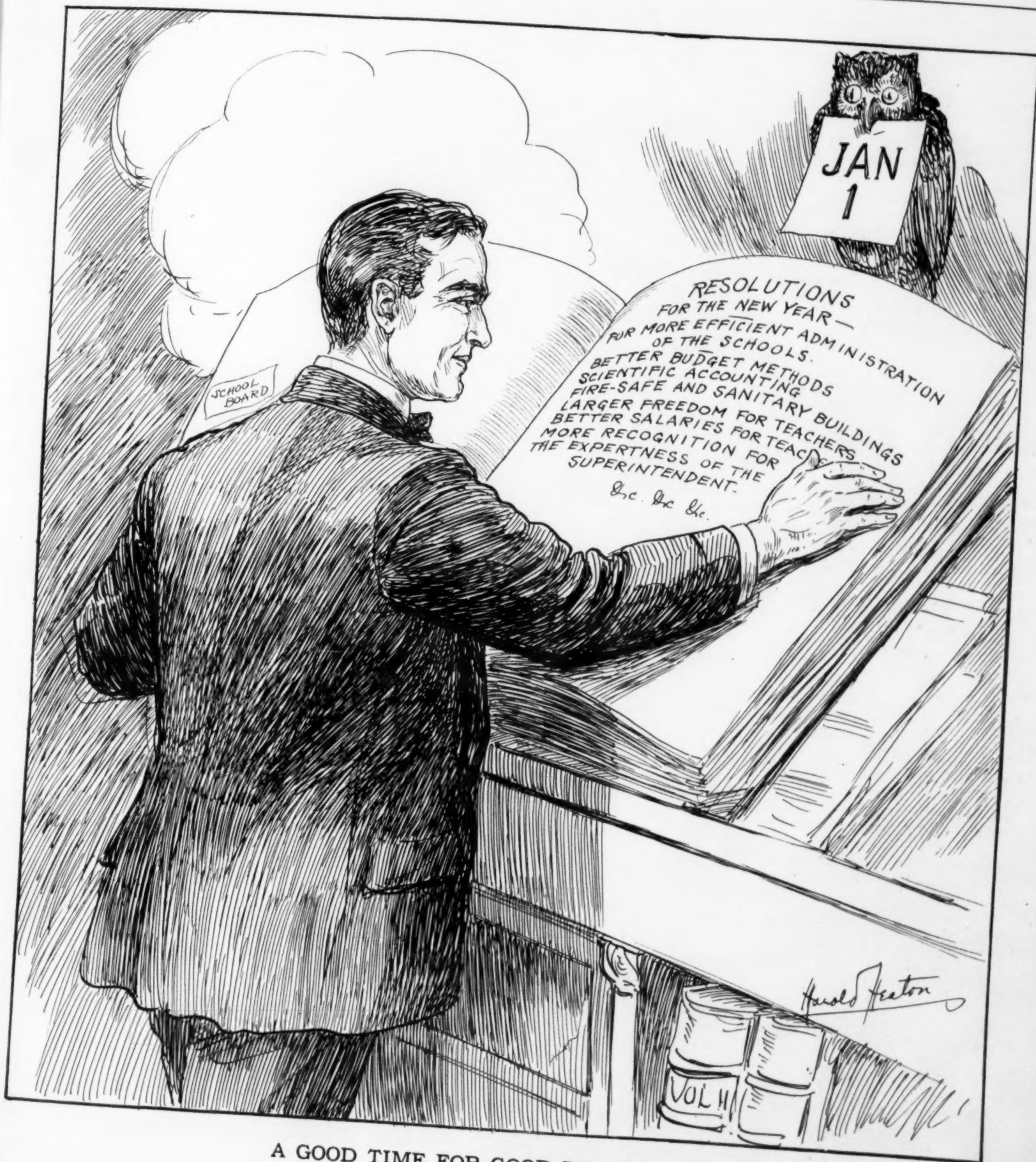
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A GOOD TIME FOR GOOD RESOLUTIONS.

V.W.T

WHY ARE YOU A MEMBER OF THE BOARD OF EDUCATION?

By a Superintendent's Wife

A frank, honest reply to this question would indicate, to a very great extent, the kind and quality of your stewardship. Is it with you an honor, a pleasure, a burden, or a sacred duty? If any man allows his name to be enrolled on the school board merely because he feels it an honor to be chosen to public office, because he enjoys meeting with his confreres, or for the sake of "a little brief authority," the quality of his service will not be of a high order. But if, like so many of our school trustees, both urban and rural, he assumes this responsibility as a public duty, he deserves the gratitude of his community and of the school people of his state.

The term Board of Agriculture, Board of Foreign Missions, Board of Health, means board to encourage and promote agriculture, missions, health. So Board of Education should mean board for encouraging and promoting education, and each member should be an active member, true to the solemn oath which he has taken. He has assumed the office voluntarily and if he is not ready to "encourage and promote" education he should not serve on the board nor allow himself to be called a school trustee.

There have been known boards of education so narrow that they might properly be called "Boards for the Prevention of Education. They resisted all efforts to advance the schools and directed their energies to keeping them down to the level of former days. Such an attitude is inconsistent with the term "Board of Education."

It is not unheard of for a board member to be elected on a platform of economy. "The schools are costing too much." The schools do cost a very large sum; but if we divide the amount by a sum representing the number of children we find that the cost for each child is not so great after all. In our state the cost is \$32.25 a year, varying a few cents from year to year,—less than 10 cents a day for each child. How much does the average man spend on his automobile or on tobacco every day? Surely he ought to be willing to spend as much on his child's education as on his pipe.

Years ago we spent less per child in public money, but when we add the amount that parents spent in those days on textbooks and supplies, which are now furnished by the school, the total amount per child was much larger than at first appears. We of the older generation recall that it was not unusual for the books for one grammar school boy or girl to cost from three to six dollars each fall, to say nothing of incidental supplies. When we consider medical attention, truancy, and the broad field of activities that the schools are obliged to encompass, the wonder is that it costs so little.

Extravagance and wastefulness are wrong, both with public and private funds, and economy is a duty; but we must be careful to economize wisely, especially in a question between lower taxes or better schools. It is seldom economy to run a manufacturing plant or a farm in the cheapest possible way. One store in our town sells a good quality of safety matches at ten cents per dozen boxes; another store sells them at six cents per dozen, but they are of such inferior quality that it takes three matches to get one light. Which are the cheaper?

A conscientious man was elected to the local school board on an economy platform in which a very prominent plank was labelled "anti-commercial course." Before he was called upon to vote on the subject he made inquiries in other schools, visited his own school in company with two businessmen who were employing stenog-

raphers, discussed the work with them, with the teacher, with the pupils—and voted for an increased budget for the commercial department. When his electors called him to account he said, "I want you to look into this matter as thoroly and as honestly as I have done and if then you still disagree with me I'll discuss it with you; but when I see what that course is doing for our boys and girls who cannot afford to get the training in a private school, I cannot vote against it."

Let us economize at the right place. Beautiful and imposing school buildings are desirable if they do not cost too much; but I am not in sympathy with a community that puts up buildings finished with brown stone and decorated with marble and then, in order to meet the annual "bondage," cripples the real work of the school by petty economies. Far better have the cheapest and plainest building that can house the school in a comfortable and sanitary way and have the means for securing broad-minded, inspiring teachers and proper equipment. Where is the sense in buying the finest car on the market and then economizing on the gasoline, robes, and a qualified chauffeur, so that your wife and children are uncomfortable and imperilled every time they go out?

A nearby community possesses an imposing school building of gray stone. The interior is finished with expensive woods and fine marble; but the first four grades in that building are on part time, and the teachers are hampered in their work for want of such small supplies as ink, pencils, proper heat, and of course textbooks. Every year a neighboring town takes away the strongest, most inspiring teachers, often for an advance of only fifty dollars a year. I am not going to plead for higher salaries for teachers—I know several that get more than they are worth—but I plead for the best teacher for your children. Good things usually come high, and so good teachers generally command the best salaries; but the children of your school district, city or rural, are worth the best just as much as are the children of the neighboring district. There is as large a per cent of gifted and talented children among the decent poor, whom Lincoln meant when he said the common people, as there is among the upper classes. It is the privilege of the teacher to help these children discover themselves, to awaken and cultivate their talents.

There comes to my mind as I write a teacher of music in one of our neighboring schools. She holds the interest of her pupils, not only in school but out. In a community that never was considered musical she has done wonderful work. She conducts a children's choir in one of the largest churches, gives musicals and musical lectures, and has created a stimulating musical atmosphere. One of her boys, still in knickerbockers, has sung for victrola records and has already had flattering offers for choir and concert work. He is the son of a rich man and so might have come into his own a little later in some other way; but beside him in the school chorus stands a negro boy,—poor, black, friendless,—but with a wonderful voice of a tone and quality that only one of his race possesses. I have seldom seen anything more heart-reaching than when I saw that boy in concert work and realized the world of opportunity and pleasure that that woman had made possible to the humble boy.

This same teacher has discovered a very unusual voice in a poor Italian girl, and matters are shaping themselves for the girl's further

training. This woman has not had the power to endow the children with special gifts, she has only found and made use of a talent that, under less favorable circumstances, would have remained hidden. For the children who are not possessed of unusual talent she has developed what they do have, and has given them a knowledge and appreciation of good music that will be a lasting benefit to them.

A higher salary will not necessarily make of a girl a better teacher but it will be a mighty stimulus. It will encourage her, give her opportunities for larger improvement, and help to hold her for your schools if she is worth holding.

The true test of a school system is not its beautiful buildings, complete equipment, nor imposing board of trustees, but its alumni—the kind of men and women it sends out into the world; and the standard of the alumni is elevated more by the influence of noble, high-minded teachers than by all the fine equipment that a city can furnish. Biographies of eminent men and women are most helpful to boys and girls; but they cannot compare with the actual living presence of an inspiring sympathetic teacher—the kind that can put new courage into the boy that has failed. Her strength lies not in what she does but in what she stimulates. The finest thing you ever got in school was the influence of your finest teacher, not the study of some particular book or subject. When we read that "Frances E. Willard made the schoolroom seem like a flower bed," we are not much concerned as to the kind of building her school occupied.

If my boy went to a school where the teacher taught by the old A B C method I would not be greatly concerned provided he was filled with a love for school and books, and adored his teacher. Any one who has a strong arm and a big stick can keep the child's body in school; but the teacher who can hold the spirit as well as the body, is built of finer fiber. If you have such a one, hold on to her.

It is the duty of the trustee to provide the teacher who, in his estimation will do the best for the children, not the one that he personally prefers,—neighbor, relative, friend. His oath pledges him to the welfare of the children, not the welfare of his neighbor's daughter, his cousin, or some other girl whose first claim is that she is a friend and "needs the money."

Having helped select a teacher he should support her in her work. One man was telling another about the short-comings of the latter's farmer: "Yes I know, but he is just a beginner. I'm going to make a good farmer out of him." That is the spirit to be used in connection with the new teacher—help her. Visit her school and see; then offer constructive criticism.

The matter of holding a teacher is not all a question of salary. Occasionally one hears, "No, I will not take your position at that figure. We are so well treated here that I do not care to leave unless I can do much better." I have heard girls say of one special system of school, "No money could hire me to go there. They treat teachers like criminals that have to be watched."

One of the most unfortunate things that can happen to the schools is a school quarrel, no matter on which side one finds teacher, children, parents, or board. It nearly always hazards the children. Very often, because two factions in the community disagree they carry on the fight in a personal way, regardless of the effect upon the children, for whom they are supposed to be

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Standard Tests as an Aid in Supervision¹

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At this season our thoughts turn naturally to Thanksgiving. But all of us to whom the actual betterment of the children under our care means much, have great reason to be thankful the year around because of a recent sign of educational progress in this country. I refer to our pronounced tendency to get away from the "hot air," the "pedagogy," and the inefficiency of much of our school work.

Formerly, we guessed at things, made rash assertions, indulged in foolish boasts of what we were doing, and freely promised great and glorious results. Now we are trying to see what we are actually doing or can reasonably hope to do. We are endeavoring to compare the results of different teachers or school systems or pupils, by means of standard tests and scales; to specify exactly what results we hope to secure in arithmetic, drawing, composition, spelling, and reading; to measure the results we actually get in these subjects; and to express these results in a form to which no one can possibly object on the score that these results are the product of some superintendent's personal opinion or of some teacher's peculiar mental bias.

This way of looking at educational problems is spreading rapidly. If you have any doubt of this, just examine the lists of committees in any prominent educational association, look at the titles presented or glance through the lists of new educational magazine articles and books. Dr. W. S. Gray in a recent article² describes over forty of these standard tests and scales in seven elementary school and four high school subjects and even he has not gotten all to date. It is a way of looking at school problems that no teacher, supervisor, principal, or superintendent can today afford to ignore.

"But," I am sure some of you are saying to yourselves, "that is all very well for a college or university professor to say. What we want to know is this: Can you show any good in these standard tests and scales for the real teacher or the flesh-and-blood superintendent? Or are they merely fads, toys, gimcracks, a sort of extraordinary educational fingering exercises, devised by psychologists and educational experts in the recesses of their laboratories?"

On examination, these tests and scales prove to be of two classes. First, those in which the units or standards have been located by actual tests. Thus the Ayres spelling scale says *eight* is equal to *knew* in difficulty because the same per cents of many children—in some instances, thousands—in each grade have missed it. Examples of this class are the Courtis tests and Thompson's Minimum Essentials in arithmetic; the Ayres and Buckingham scales for spelling; the Thorndike-Gray and other reading scales; the Monroe tests for algebra; the various tables and charts for determining standard costs and expenditures in the school surveys.

The second class have units or steps that are considered equal because the same per cent—a great majority—of competent judges have pronounced them equal. Thus in the Thorndike handwriting scale, sample 9 is said to be as much better than sample 8 as sample 10 is better than sample 9 because about 73 per cent of a sufficient number of competent judges of handwriting have said so. The handwriting scale developed by the St. Louis principals³ in

1915 is another example. After the second kind of scale is made up it is used precisely like a scale of the first class.

Description of the individual scales and tests would involve much repetition for a considerable number of us today, altho probably no one is acquainted with every one of them. In all likelihood it will be most profitable to assume more or less familiarity with some of these scales at least, and to proceed to a discussion of their actual uses. Anyone wishing to look them up further should read the article by Dr. Gray, already mentioned.

To use any of these scales and tests, the teacher simply has each child's paper marked according to the scale. Next, all the marks for a given grade of children are averaged, or better still, arranged in order from the highest to the lowest. Then the middle point of these marks, called the "median," is used instead of the average. For reasons which I can not now take time to explain, this median is a much better figure than the average. The median is the point above which half of the children go, and below which half of them fall. It is often advisable to take the average range or spread of the children from this median, to get some idea of how they differ among themselves.

By pursuing this very simple procedure and by various natural and easy combinations of results, it is possible to compare the results of individuals inside a grade, of grade with grade inside the same school, of school with school, of school system with school system, etc.

For example, the Courtis tests were given in twenty Indiana cities in 1914. The procedure I have indicated was followed for each grade from the fifth to the eighth inclusive, in each city. Then the results were tabulated and published in a bulletin⁴ by Indiana University. Table I shows some figures for the multiplication test in the fifth grade.

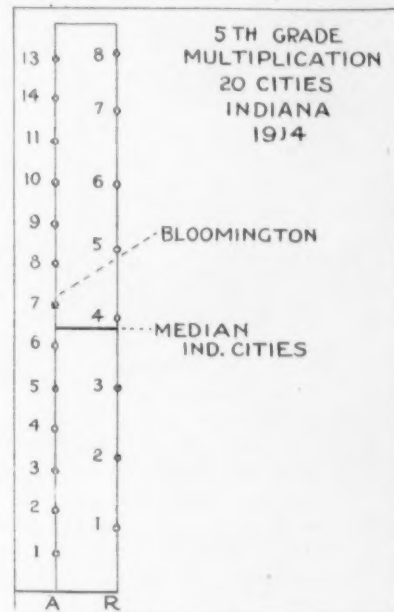
Multiplication Tests, Fifth Grade, Indiana Cities, 1914.

| City | Attempts | | Rights | | City |
|-------|--------------|---------------|--------------|---------------|------|
| | Median Score | Per cent Vari | Median Score | Per cent Vari | |
| 1 | 6.8 | 32 | 3.8 | 66 | 1 |
| 2 | 5.1 | 35 | 2.5 | 68 | 2 |
| 3 | 6.5 | 23 | 4.6 | 39 | 3 |
| 4 | 5.5 | 29 | 3.6 | 53 | 4 |
| 5 | 4.6 | 37 | 2.6 | 77 | 5 |
| 6 | 6.5 | 26 | 4.1 | 49 | 6 |
| 7 | 7.4 | 30 | 3.9 | 64 | 7 |
| 8 | 6.9 | 23 | 4.2 | 51 | 8 |
| 9 | 5.1 | 37 | 2.7 | 67 | 9 |
| 10 | 7.3 | 27 | 4.5 | 51 | 10 |
| 11 | 6.9 | 29 | 3.8 | 57 | 11 |
| 12 | 6.7 | 36 | 4.4 | 58 | 12 |
| 13 | 7.9 | 24 | 5.9 | 38 | 13 |
| 14 | 6.4 | 25 | 3.9 | 53 | 14 |
| 15 | 6.1 | 31 | 3.3 | 60 | 15 |
| 16 | 5.7 | 30 | 3.3 | 67 | 16 |
| 17 | 6.9 | 29 | 5.0 | 48 | 17 |
| 18 | 7.0 | 30 | 4.2 | 57 | 18 |
| 19 | 6.2 | 22 | 3.8 | 46 | 19 |
| 20 | 6.5 | 25 | 4.5 | 48 | 20 |
| Total | 6.3 | 30 | 3.9 | 56 | |

By looking at these figures we see that a fifth grade ought to attempt on the average between six and seven problems within the given time, altho individual children in a grade will on the average range about 30 per cent, or two problems on either side of this. We can also see that the children will on the average get only about four problems right, but that they will range nearly 60 per cent or over two problems on either side. That is, the children will be much nearer together on the number of problems they attempt, than on the number they get right.

The results from the Indiana cities have been put in a very convenient chart form so that a

superintendent can quickly enter the results for his own school system, grade by grade, and see exactly how his arithmetic work compares with that of other school systems. The scale on one



side represents the number of examples attempted; the scale on the other side is for the number of rights. The scales have been drawn with their medians at the same height so that a line joining them will be horizontal. This line represents graphically the median achievement in both attempts and rights of these twenty Indiana cities in this work in the fifth grade. The slanting line represents Bloomington. This line shows at a glance that Bloomington is above the standard in speed and also in accuracy. As the line slants up markedly, we can see at once that Bloomington is relatively better in accuracy than in speed.

From similar results for multiplication in the eighth grade, it was at once evident that City No. 1 was doing average multiplication work in the fifth grade, but very high quality in the eighth. City No. 11 does average multiplication work in the fifth grade, but deteriorates badly by the time the eighth grade is reached.

But granted that we know what these scales are and how they are made, the question still remains: How have they been used to aid in supervision? Let us now consider actual cases as reported in the literature of the subject.

To begin with, these scales have been of very great value in getting supervisors to grade on the same standard, wherever several persons are reporting on the same thing. It is practically impossible to get an accurate report on handwriting in a school system where each principal reports on the work for his own school, basing the estimate solely on his idea of what good handwriting is. The variations in the judgments of the different principals are too great for this. They will vary as much as I have found experienced school men to vary in their estimate of how difficult it is to spell *disappoint*. I often give this test to a new class: "If it is worth 25 to spell *necessary*, how much is it worth to spell *disappoint*?" The estimates usually range from 10 to 90. That is, some of the principals will say the word is nine times as hard as others consider it. Similar variations arise in estimating any form of school work. A scale like the Thorndike or Ayres scales for handwriting, will remove a good deal of this variation. It has been used with great success in grading teachers' papers for certificate grades in at least the states

¹An address delivered before the superintendents' section of the Missouri State Teachers' Association, St. Louis, November 17, 1916.

²Descriptive List of Standard Tests, Elementary School Journal, Chicago, September, 1916, pp. 24-34.

³Johnson, G. L. and Stone, C. R.: Measuring the Quality of Handwriting, Elementary School Journal, 16:302, Feb., 1916.

⁴Arithmetic: A Co-operative Study in Educational Measurements, M. E. Haggerty, Indiana University Bulletin, Vol. XII, no. 18, March, 1916. Price 50c.

of Missouri, New Hampshire, and Tennessee. In the latter state, the Ayres scale enabled the grading to be done at the different normals by faculty members, without much expense to the state. This would have been difficult to arrange accurately without such a scale.

In the second place, by means of these tests, a supervisor can find exactly what has been done and so will be in a position to know how to advise teachers what to do in the future. Here-tofore, we have had to rely solely on the teachers' or principals' estimates of what had been done. A splendid illustration of how very unreliable such estimates are, as compared with the results of actual tests, is reported by Dr. McAndrew from Brooklyn.⁵ He had his principals drill the eighth grade pupils for specific abilities in business arithmetic asked for by his employer constituents. He then gave a test and asked each principal to guess what he thought his pupils ought to do on it. Next, he compared this guess with the actual results. The comparison ran as follows:

| Principal's Guess | Actual Result |
|-------------------|---------------|
| 100%..... | 73% |
| 95%..... | 42% |
| 90%..... | 73% |
| etc. | etc. |

No principal guessed as low as 73 per cent and most of them thought that 100 per cent ought to be expected.

What must it mean for a principal's achievements in supervision to know that the children he ranks at 95 per cent are really only 42 per cent ones?

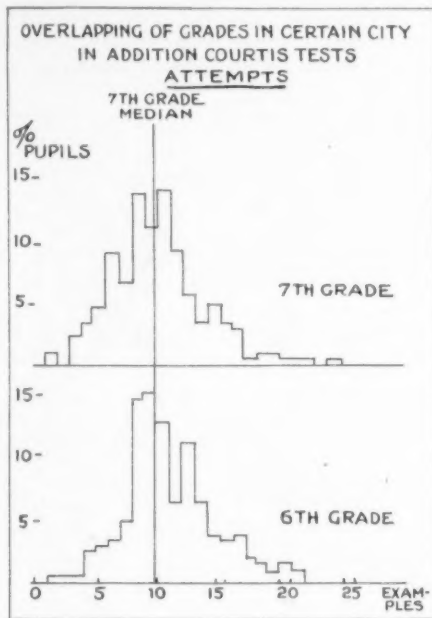
Another good example of the unreliability of taking only the teacher's estimate, is reported by Dr. Ballou of the Department of Educational Investigation and Measurement, Boston.⁶ He was trying to get from the teachers for the various grades spelling lists of alleged difficult words. In a rigid test in May of the same year, 990 out of 1,000 children spelled correctly many of these difficult words!

Similar testimony for the value to the supervisors of accurate knowledge of what is being done, is found in every city school survey. Thus the results of the spelling test in San Antonio showed that the children spelled better than the standard of the country. Practically all competent school men would say that the extra time put in to secure this result was not profitably employed. Such extra time actually cost the city from \$9,000 to \$20,000 annually and thus probably wasted about that much money each year. In Salt Lake City, forty per cent of the children in certain grades spelled better than the grade standard and should have either been excused on spelling or promoted in certain branches. In Kansas City about 2,400 children were writing up to the standard desired on the scale. If these are released from putting in their time on practicing writing, it will free for other work as much time, effort, and probably money, as would be required to teach handwriting to all the children in four or five small city school systems combined. The same things on a reduced scale would obtain for the smaller cities.

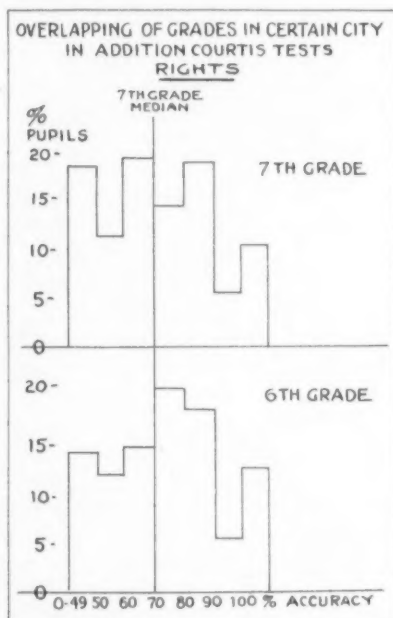
In New York many school children were found to be drilled for arithmetic work to a point where they could excel ordinary adults who used such operations in their work—an obvious waste of time.

In practically every survey there has been shown an enormous overlapping of the grades somewhere in one or more subjects. For example, in arithmetic in a survey of a certain city that I am working up but can not now name, the sixth grade has beaten the seventh

badly on the Courtis tests. The median of the sixth is above the median of the seventh in both speed and accuracy. All thru the work the



upper half of the sixth grade is much above the lower half of the seventh grade. This cannot be due to a particular teacher for there are a lot of schools represented in each grade. All this shows up most clearly when presented in the graphic form. Of course, no competent superintendent or principal can look at such results



without thinking that many children have been held back who might just as well have been promoted, especially if the school has departmental work in the upper grades. The results will enable him to tell which schools, which teachers, and which pupils are affected by these results.

Probably the greatest value in the accurate estimates possible thru these tests, lies in their showing which are the good schools and good teachers, and which are the poor schools and poor teachers. As soon as a supervisor finds out which is which in these respects, he can study the good teachers and find out just what it is in their methods or arrangement of work that produces results. In similar fashion, he can study the weak teachers and find out just where they are deficient and for just what reasons. This is helpful to both classes of teachers. For example, a good teacher producing good results should not be left alone if she has put in twice as much time as the rest of the country does on such work for the results attained by her. For the school system as a whole Dr. McAndrew makes use of the results of the

Courtis Tests for New York in this language:

"I recall from the tests given by S. A. Courtis the generalization that the average accuracy of New York school children is very low, while the speed is above the average. That is, it takes us less time to get a thing wrong here than it does in the average school system."

In similar fashion these tests may be used to show the relative value of different methods of teaching a subject. A good example of such use for reading by a superintendent is found in the Elementary School Journal for January, 1915.⁷

These tests enable the superintendent to set very definite standards which every school, teacher, or pupil must strive to meet. And these standards may be set in such a way that there is no getting around them. Thus Mr. Melcher, of the Kansas City Bureau of Research and Efficiency, has proposed these standards for handwriting in the Kansas City schools⁸ (the quality being measured by the Thorndike scale and the speed by the number of letters per minute).

| Grade | II | III | IV | V | VI | VII |
|--------------|-----|-----|-----|------|------|-----|
| Quality | 7.5 | 8.5 | 9.5 | 10.5 | 11.5 | 12 |
| Speed | 36 | 48 | 60 | 70 | 80 | 90 |

In advocating these standards he shows that in October, 1914, only 11 per cent of the children tested were worth 12 in quality. But with the standards before them by May, 1915, 18 per cent had reached this quality. Of course he recommended that this 18 per cent, nearly one-fifth of the children tested, be excused from wasting their time on penmanship.

Mr. Melcher's bulletin tells of setting standards similarly in other subjects and attempting to reach them in the Kansas City schools. A brief article by Superintendent Lane of Houghton, Michigan,⁹ describes how he told his teachers precisely what standards to get in arithmetic and how he checked them up.

Mr. Lane had published nothing since on this, but in a personal letter to the speaker, dated October 26 last, he writes:

"I set certain tentative standards one year and raised them progressively each year, as a result of the actual accomplishments of the pupils for I found that if the speed and accuracy of an operation were set at a certain figure, the class would pretty closely approximate and, in some instances, exceed the figure. The teaching effort, too, was more intelligently directed where it could do most good. Most of the teachers with whom I came in contact did appreciate my efforts to be definite."

Probably the most comforting value of these standard tests is that of enabling the supervisor to give the teacher an estimate of her work that she cannot question. If the supervisor tells her that her work is "bad," "good," "not so good as another teacher," she may feel that he has a personal prejudice in the matter. If she mentions it, often he can not do anything to convince her that he is right. But the results of the standard tests, as far as they go, give an estimate of a teacher's work that is accurate, impersonal, and inescapable. She can do nothing but face it and try to understand what it means. She can't run off on any tangent of personal prejudices. If she is weak, her weak places are pointed out, as is also the extent of the weakness. If she is superior, it shows up in a form that no unfriendly person can discount. Both supervisor and teacher can under this system put in all their time on the work; none of it needs to be wasted on combating each other.

"But," you may be saying, "there are a good

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⁵McAndrew: The Public and Its School, p. 8.

⁶Waldo, K. D.: Tests in Reading in Sycamore Schools, Elementary School Journal, 15:251-268.

⁷Bulletin No. 1, Kansas City, Mo. Bureau of Research and Efficiency, pp. 41-5.

⁸Lane, Henry A.: Standard Tests as an Aid to Supervision, Elementary School Journal, 15:378, March, 1915.

⁹Wm. McAndrew: The Public and Its School, p. 12.
¹⁰Ballou, Frank W.: Improving Instruction thru Educational Measurements. Educational Administration & Supervision, June, 1916 Baltimore.

How the Superintendent Judges the Value of a Teacher

Mrs. Mary D. Bradford, Superintendent of Schools, Kenosha

The selection and promotion of teachers upon merit and merit alone is coming to be the established order of things.

A speaker upon this subject at the Cincinnati meeting of the N. E. A. Department of Superintendence said: "As a sound business policy, the commercial world has adopted the method of basing salaries and promotions upon the ability and usefulness of the employee. No employer pays level salaries in a given department and no employer makes salary and promotion depend chiefly upon years of service."

"The desire to apply sound business principles has prompted the administrative authorities of most large cities and many small ones to adopt some form of the merit system of promoting teachers and fixing their salaries."

So, as I have said, the merit system is coming to be established. Like all movements towards betterment its progress has not been easy. The pioneers of this plan have suffered martyrdom; its operation has meant serious trouble for more than one superintendent, and others will doubtless experience a like fate before the simple justice of it is thoroly fixed in the public mind and people become more alert in defending the public schools from politicians and others who would use teaching positions in them as a part of their spoils of office.

Deplorable cases of nepotism still occasionally come to light; as when a few years ago, a man with two daughters about to graduate from the high school of a certain city, got himself elected to the school board with the purpose of securing places for these daughters in the school force. This was accomplished, and the man retired to private life. Later when the successor of the preceding superintendent reported against the competency of one of these girls and she was denied a place, the father immediately became again a candidate for the board, this time with the avowed purpose of getting rid of the obnoxious superintendent.

Trouble of the same sort on a much greater scale and with more disastrous consequences to the superintendent, is known to have occurred in a large city in one of our western states, where an attempt was made last spring by a conscientious superintendent to raise the quality of teaching in that city by the inauguration of the merit system.

Numerous other cases might be cited, and doubtless interesting contributions could be gathered from readers, giving evidence that we are still far from an ideal condition in these matters; nevertheless there is something working towards the better day that was not present a quarter of a century ago, or actively felt a decade ago. The cause of merit is progressing and its further progress is sure, because a great and growing idea is behind it. This is the increasing sense of justice towards children—the growing realization of their right to the best teachers the community can afford; and the growing appreciation of the further truth that the education of future citizens is of such importance to every community that some way should be found to afford good teachers and only good teachers.

The first question arising is this: By whom is merit to be determined, who is to judge whether teachers are of the right sort for the work they are doing; who is to judge whether or not they are valuable to the community they serve.

Granted that normal and training schools have been duly careful in the sifting process they all must carry on, yet it is only out in the field of service that the fulfilment of promise of teaching ability can be proved, and it is only



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Superintendent of Schools, Kenosha, Wis.

there that success as a teacher can be estimated and the basis for judgment found.

Who is to perform this difficult and delicate task? As my subject implies this is considered to be the superintendent's work, either directly in small school systems, or, in larger systems, with the assistance of his supervisory force. It is usually the joint and co-operative task of all who are engaged in the direction of the teacher's efforts.

Altho some school boards still hold to the right of judging the value and suitableness of teachers—a notable example of this being now before the public in a neighboring large city—still there is a clearing up in the public mind in many localities of the distinction between the legislative and the executive functions in school administration, vested, respectively, in the school board and the superintendent. Among the executive duties, the selection, evaluation and promotion of teachers is of first importance.

Wherever there is a confusion of these functions, there is sure to be trouble. It will be some time before this confusion is all cleared away; for the office of school superintendent is comparatively new, while the school board was for a long time the sole agency for directing all the affairs of the schools, and in rural districts will continue to be so. Age-long exercise of prerogatives of any sort does not usually change easily or suddenly. Even in cities where the superintendent is given freedom in the selection of teachers, it is believed to be best that the school board confirm his recommendations.

That the selection, placement and promotion of teachers is distinctively an executive function is supported by reasoning so clear and sound that it can scarcely be disputed by anyone without his disclosing thereby personal motives that might not bear analysis.

To judge the fitness of a teacher for any position, the one selecting must know the essential qualifications of a skillful teacher and must know the requirements of the particular work to be done.

This ability to judge comes only thru professional training and extended experience. Since the competent superintendent is thus qualified he should logically be the one to judge fitness.

Another consideration pointing to the same conclusion is this: If the superintendent who is intrusted with the direction of the schools, is not to have the power of determining the fitness of teachers, how can he in reason be held responsible for results? Mistakes in the selection of teachers should in justice to the children for

whom the schools are run be reduced to the lowest possible number; and the best way to do this is to hold one person responsible for the selection, so that errors, if made, can be traced to their source; and the remedy for such mistakes applied, if arising from wrong ideals or from poor judgment.

It must follow from this policy that superintendents will be very careful to guard the entrance to their school ranks. This doesn't mean that only teachers of demonstrated ability are to be admitted. "All strength has its period of development and has its beginnings in weakness," and inexperienced teachers must be given a chance. Where the service of the expert comes in here is in judging which are those that possess power that will develop with experience; in foreseeing the possibilities that lie concealed under the cloak of inexperience.

Even tho the normal schools are engaged in this sifting process, there is always the question of the adaptation of even the most promising newly-graduated, to the particular place he or she is wanted for, and this question of fitness the superintendent alone can decide.

Now arises the second question: What shall be the standard for measuring the value of a teacher? What are the qualities that make for success?

The reply is still a variable one and probably will remain so for considerable time to come.

One superintendent puts governing skill, or discipline above all other qualities.

Another sets highest value upon love for and sympathy with children. This is certainly important, and when combined with decision of character and a sense of justice, and freed from sentimentality, it gives us governing skill of a high order.

I have known certain personal traits to assume large proportions in the estimate of a teacher's fitness. I remember the superintendent who used to make excursions into Wisconsin every spring in search of teachers. He didn't care to stay long in a classroom, and frequently some quality of voice, a mannerism, or slip in English, would cause him to cut his call still shorter. After an unfavorable impression had been made, I knew it was useless to expatiate upon results that the teacher was showing, or endeavor to set forth what seemed to me more basic qualities. Personality was his standard and he favored the snap shot method of judging it.

With many superintendents what may be called the professional attitude of the teacher has much weight; that is, whether or not they are taking their work seriously and endeavoring by study to perfect themselves further for their duties. While such an attitude on the part of the teacher is not a guarantee of success, it is conducive far more frequently to a favorable attitude on the part of superintendents, than complacent satisfaction, even tho the latter may rest upon superior native equipment and be evidenced by academic degrees.

There is a very practical consideration that frequently stands in close relation to the professional attitude, as cause to effect. We know that with rare exceptions teachers will not prepare themselves for greater efficiency without hope of adequate reward. All honor is due those rare exceptions. It certainly would be an ideal condition for any school system if all its teachers and all its school officials, also, were actuated by this high motive.

But with human nature as it is, we can expect best effort to come, in most cases, only thru the application of two influences. These are (1) the assurance that an increase in efficiency will be properly recognized in promotion and in salary

increase, and (2) the knowledge that the teacher cannot hold her position if incompetent.

An item in a recent number of the "School Board Journal" gives testimony to the readiness with which teachers avail themselves of chances for professional improvement when such are made possible for them. The statement is to the effect that in the last five years seven hundred public school teachers of Pittsburgh have been enabled to take post-graduate courses in various colleges during the vacation thru the aid of an unnamed donor who placed \$250,000 in trust with a commission for that purpose. The identity of the benefactor was not disclosed until recently, when it was announced that a certain man, the original donor, had decided to double the gift and to make the fund permanent. The fund is now estimated at a half million dollars, making available an income of \$25,000 annually.

"The gift," the writer adds, "has a two-fold result—first, to the teachers who are enabled to obtain college and university training, and, second, to the people, who are benefited thru better teaching."

What better testimony to the right professional attitude of public school teachers could be found than the fact that seven hundred were ready to avail themselves of this act of public service on the part of the far-seeing Pittsburgh philanthropist? Its possible suggestiveness makes it deserving of further publicity.

The question of the actual correlation between length of service and merit seems a difficult one to settle. The investigations of Ruediger and Strayer concerning this matter are interesting, altho we may not accept them as conclusive. They close the report of their study with these words: "From the figures as a whole, one may infer that a teacher in the grades reaches first class efficiency in about five years; that she maintains this efficiency for about twenty years, and that after about 25 years of service, she begins to decline."¹

Whether we agree with this conclusion or not we cannot deny that after a limited number of years teachers cannot rely upon the information and inspiration received from schoolroom experiences for their increase in efficiency. They must show evidence that they have definitely studied and prepared for better work.

It is in the Portland survey that you may find this statement, which anybody acquainted with the man, will know to have come from that able, energetic, inspiring critic and teacher of school administration, Edward P. Cubberley. He says:² "That every teacher who is reasonably efficient today will be so ten years from now, everyone who has had much to do with teachers or understands human nature knows will not be the case. Good teaching demands keeping alive and keeping growing. Teaching, too, is constantly changing in nature and scope. Every decade new needs appear, and additional scholarship is demanded of teachers. To keep abreast of needs means constant growth. A few teachers keep themselves professionally alive, even under adverse conditions; most teachers do their best when well led, and when the conditions favor professional growth; many others do their best work only under a constant spur. Such is only human nature, and teachers are no exceptions to human laws. Life tenure for all efficient teachers there should be, but it should come as a deserved reward for efficient service."

The use of objective standards for measuring some educational products and achievements that are measurable is one means by which a superintendent may judge the success of a teacher's work, altho no superintendent would use this as the only basis for judging the value of a teacher. When the results coming from the use of the Courtis test in arithmetic, or some

standard spelling test, or composition test or silent reading test, reveal the fact that the children under certain teachers show a high degree of capability, while those of the same grade, age and social status under another teacher show a lower level of attainment, a supervisor cannot but conclude that the difference is due to difference in the teaching being done; and when it is further discovered that low grades in several of the subjects measured, characterize the results of one teacher's work and high grades in several subjects are results of another teacher's work, the conclusion must follow that the latter is the better teacher.

Besides the use of these standards for measuring certain results and thus judging teaching ability by a sort of quantitative test, Dr. Frank McMurry advocates a qualitative test. He turns to the habits of thinking being formed in pupils, and judges from those whether the teacher's work has been good or poor. As those who have read his "Elementary School Standards" know, this was the measuring stick he applied to the teaching observed in the great city of New York, when he was called upon to assist in the survey there.

He judged the value of the teaching (1) by the motivation of pupils' efforts thru the providing of specific purposes for study; (2) by the training given them to judge relative values; (3) by attention to the organization of ideas; and (4) by the development of independence and initiative in thinking on the part of pupils.

The great value of the McMurry method of judging teaching success consists in keeping the teacher's attention on the important consideration, that the facts used in instruction are not an end in themselves, but a means to an end. The real goal is efficient thinking on the part of the pupil; and facts are selected and presented with the object of making the pupils energetic and high minded, judicious, forceful and self-reliant.

Instruction is judged as being on a high plane when the teacher acts according to this principle, and it is on a lower plane when the comprehension and retention of facts and mechanical skill, rather than certain effects upon the more important habits of pupils, are the acknowledged goal.

I have found Dr. McMurry's standards of great assistance in making my criticism of teaching exercises constructive.

The Department of Superintendence of the N. E. A. has given much attention to the question of measuring teaching efficiency. The meeting at Cincinnati in February, 1914, gave one entire program to the discussion of this question, when specialists of national reputation were heard. At that meeting also the National Society for the Study of Education brought out its pamphlet on "Methods for Measuring Teachers' Efficiency."³

In this last named report, in those of the department of superintendents, and in the latest books on school administration, there is evidence of the trend of professional opinion in the direction of the use of some definite scheme of measurement and marking, or rating, as the best way to judge the value of a teacher. The success record seems to be the thing towards which we are tending in our efforts to more justly and more scientifically estimate the true value of teachers.

Rating methods fall into two classes. There is the old sort of thing which might be called the general impression method, and the other, the analytical method. In regard to the former (the general impression method), a teacher is quoted as passing the witty comment, that the way to get promoted is to know your principals rather than your principles.

³Fourteenth Yearbook, Part 2, (A. C. Boyce), University of Chicago Press.

The analytical schemes vary in complexity and detail. Some of them attempt to give a numerical value to various qualities, thus making the rating a sort of score card process. One of the simplest of such score cards is that issued by the Department of Public Instruction of the state of Indiana, which scheme has three headings:

Teaching power, given 45 points.

Government, given 35 points.

General characteristics, given 35 points.

At the other end of the scale is the complex scheme proposed by E. C. Elliott, formerly of the University of Wisconsin, which names 42 separate qualities of merit, each evaluated and together scoring 1,000 points. Dr. Elliott says that in its practical application this analysis should be the means of stimulating growth and improvement of the teaching staff; that its chief value is in this, rather than in classifying individuals impersonally and more or less arbitrarily according to their professional fitness.

He, therefore, advocates the placing of his rating scheme in the hands of teachers that they may begin the study of their own characteristics, and work for improvement wherever defects are realized. I have found Dr. Elliott's scheme suggestive, since it became my duty to decide upon the important questions of the promotion, reward and retention of teachers. It analyzes the work of teaching into its basic components, and this is a guide in the classification of teachers as to their possession of these basic qualities and capacities.

Another one that does the same thing, and that is designed for use by school supervisors, is that worked out by Prof. Boyce, and tried out to some extent in Illinois.

This "Efficiency Record," as it is called, contains a list of 45 qualities in the possession of any one of which a teacher may rank as excellent, good, medium, poor or very poor. While I haven't time to enumerate the list, I will give the five classes into which these qualities are divided, with illustrations: 1. Personal equipment, as health, voice, tact, etc.; 2. Social and professional equipment, as grasp of subject matter, use of English, etc.; 3. School management, as care of room, and discipline; 4. Technique in teaching, as skill in questioning, skill in habit formation with eight others; and 5. Results, as general development of pupils, and stimulation of community.

Prof. Boyce had his scheme tried out and criticised by about fifty school men and women who rated according to it over four hundred teachers in 27 cities. He asked these judges to express a general judgment upon the teacher after the analytical judgment had been made up.

The results have relevancy here only insofar as they show what qualities were considered most important to teaching success, and which may, therefore, prove of interest at this time.

"Results" come first, "general development of pupils" and "growth of pupils in subject matter" ranking respectively one and two in the estimation of these judges, while another result "attention and response of class" ranks fourth.

"Technique in teaching is next in importance; "organization of subject matter," "skill in habit formation," "choice of subject matter," "skill in teaching how to study," "skill in stimulating thought," "skill and care in assignment," and "definiteness and clearness of aim" completing in the order named, the first ten qualities or characteristics that are held to be of most value, by those consulted in the working out of this scheme. Under "Personal Equipment," "adaptability and resourcefulness" rank high; and under "Social and Professional equipment," the "understanding of children"; while, as might readily be expected "discipline" is considered the crowning virtue in school management.

(Concluded on Page 69) ■

¹Bulletin of the U. S. Bureau of Education, No. 3, 1911.

²Report of the Portland School Survey, p. 70.

THE SCHOOL GYMNASIUM

George W. Ehler, C. E., Consulting Expert on Physical Education, Recreation and Play,
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I.

It is probably fair to assume that the extent to which a city invests its funds in facilities for the conduct of educational or other community activities, is an expression of the municipal attitude toward that particular activity and somewhat of a measure of its relative importance in community thought.

If this be true, may not the relative proportion of its resources that the school authorities invest in gymnasiums and similar facilities be taken as an expression of the school attitude toward physical education and a measure of the value placed upon physical training activities in the education of children in a particular community?

If this assumption be true in any degree there is evidence that the status of physical training as an educational process varies over a very wide range in different parts of the country, judging from the facilities provided for the practice of muscular activities indoors in communities where temperature and weather conditions prevent outdoor activities throughout most of the school year.

In the first nine issues of the *School Board Journal* for the year 1916 there are plans and descriptions of thirteen high school buildings including three junior high schools. Eleven of these buildings have sixteen gymnasiums. The other two have auditoriums designed to be used as gymnasiums. They vary in size from the very narrow 28' by 60' gymnasiums in Hutchinson, Kansas, to the very good 50' by 90' clear floor at Houston, Texas.

In the same issues are the plans and descriptions of nineteen elementary schools. Three of these have four rooms designed as gymnasiums. Five, of which four are one-story buildings, have assembly rooms planned for use as gymnasiums. Nine elementary schools, two in California, two in Texas, two in Michigan, one in New York and one in Connecticut, have no such provision. Basement playrooms are indicated in some. The four gymnasiums are respectively—two—32' by 60', 21' by 50' and 35' by 60'.

Many cities have not gotten beyond the "play-room" stage—basement space not usable for other purposes, too low to play any but the simplest games. In the combined assembly room and gymnasium, there is evidence that in some cases the gymnasium is but a concession to pressure and most of them do not include provision for equipment for climbing, swinging and vaulting. The sizes of the gymnasiums indicate that other considerations than the functions to be served by these rooms were the determining factors in their design.

Only in the high schools do we see clear evidence that the gymnasium embodies and expresses a real belief in physical training as an educational process of fundamental importance and real values. But the very clearness of this testimony indicates the continued existence of a distorted idea of social values, viz.: that it only pays to give the best things in education to the minority who go beyond the elementary school to the special institutions—the five or ten per cent at the upper end of the intellectual scale to the high school and university and the three to five per cent at the lower end to the modern reform school. The great eighty per cent of "average" children, the parents of the "average citizen" of tomorrow, continue the recipients of "average" consideration.

Editor's Note.—This article is the first of a series of four to be published during the year. The author was for many years director of physical education in the University of Wisconsin and has had broad experience as a consulting expert on physical education, recreation and play to boards of education, architects, and college authorities.



MR. GEO. W. EHLER.

II.

In a striking manner the gymnasium has been an index of the progress of educational thought with reference to the relationships of mind and body. When we trace the gymnasiums back to its origin we find in the best days of Greek education that school and gymnasium were identical—an expression of the inseparableness of body and soul in the Greek philosophy. The *Academeia* of Athens was primarily a gymnasium, especially designed for the practice of the recognized athletic activities of that day, but also a real "community center."

"The gymnasia were public buildings, open to all; they were always full of citizens of all ages, practicing or watching others practice; they were a fashionable place of resort, where Sophists lectured in the big halls, and philosophers taught in the shady groves."¹ Their prototypes were the "many palaistra" of Athens and the small towns, virtually school playgrounds, the schools of all boys under twelve.

With the development of the Christian philosophy, the ascetic idea became dominant and all emphasis educationally was placed upon intellectual and moral training and as the supreme expression of that we find in the German terminology today—"gymnasien—a classical school as distinguished from a technical school." (*Century Dictionary*.)

In the modern Y. M. C. A. building in this country and in the "field houses" of certain park systems and more recently in the "recreation" centers, "social centers" and finally the "community centers," we find indices of a new public sentiment expressing again somewhat of the old Greek philosophy of the unity of the individual and of the state. In all of these institutions the gymnasium is the central feature, testifying to the recognition again of the fundamental importance of muscular activity for the development, efficiency and health of the individual, and of the social relationships developed in the practice of these activities.

The first movement in this country for the establishment of gymnasiums began about 1826 in the colleges. This was further stimulated in the forties by the German Turners who came to this country during that decade. A third period set in about 1855 which after the civil war witnessed a steady development of interest that attained large proportions in the '80s with a new recognition of the hygienic and health values of exercise and resulting in the adoption of physi-

¹Freeman—*Schools of Hellas*.

cal training and the erection of gymnasiums by practically all colleges and universities and private secondary schools.

The common school began to feel the effects of the new movement about 1884, but only to the extent of permitting calisthenics in the school-rooms. Later the college and university movement reached upon the high schools, leading first to the introduction of competitive athletics followed gradually but with increasing acceleration by the construction of gymnasiums with the discovery of the value of muscular activity in meeting the health and educational needs of adolescent boys and girls.

Gradually but very slowly are we realizing the place that schoolroom inactivity has as a cause of the tremendous morbidity of school children and as a preventive of the development of organic strength and motor efficiency. More slowly are we realizing that no schoolroom can serve adequately the functions of a study, an art gallery, a library, and a garden and also as a play-room and a gymnasium.

At the present time adequate provision for the muscular activity of elementary pupils is hindered by the policy that is founded upon the belief that high school pupils are more in need of such provision. Within the year two cities have opened high schools, one costing a million and a half. The other one of these has accommodations for 1,400 pupils, at an average cost of \$475 per pupil. This school has three gymnasiums each 50' by 80' or approximately 9 square feet per pupil. In the same city this same year, the newest elementary school for the accommodation of 1,100 pupils was opened at a cost of \$207 per pupil. This school has two gymnasiums each about 32' by 60' or approximately 3½ square feet per pupil.

In the elementary schools of that city there are ten children—adolescents, between 12 and 16 years of age, for each one in the high schools. The need for the activities of adolescence is therefore nearly ten times as great in the grades as in the high school.

Furthermore, the equipment of a gymnasium is chiefly for climbing, swinging and vaulting. In the growth and development of children and youth, the chief interest in, and, therefore, the greatest values of, these activities is before the age of 12 and not after 14. And again, the indoor games of boys and girls in grades VI to VIII have the same space requirements as those in the high school. There are then three indisputable reasons for providing a gymnasium for elementary pupils as for high school boys and girls.

In any city the number of these rooms or of their equivalents, the adaptability of their design to the functions they are to serve and the completeness of their equipment, may be taken as fair indices of the stage of development at which that community has arrived in regard to the real relation of body and mind and some of the means of the real education of children.

III

The consideration of the design of an adequate gymnasium may be approached from two points of view—the activities to be conducted and the number of persons it is to accommodate.

Where the policy of a department of physical education dictates types of exercise designed to engage the largest number of persons that can be assembled on the floor at one time, all that is necessary to know is the distance apart pupils must stand so as not to touch each other with outstretched arms. This gives an area variously

estimated at 15 to 30 square feet per pupil. On the basis of 20 square feet a class of 50 children would require 1,000 square feet, an area 25' by 40'. With an allowance of ten feet along one side for the instructor and obstacles such as apparatus, the dimensions become 35' by 40', or 25' by 50'. This is adequate for calisthenics and certain other activities conducted with massed classes.

If, however, the administrative policy calls for varied activities of the play type—games and athletics, then the space required by the game or event, which is not governed by the number engaged at one time, will dictate not only the gross minimum area but also the proportions of the various dimensions, excluding the height. For instance, a volley ball court should have minimum dimensions of 20' by 40'. With an allowance of 2½ feet on each side and 5 feet on each end for out of bounds, such a court would just fill the space—25' by 50', calculated above and have no room for apparatus, piano, etc.

A basketball game cannot be played with safety or satisfaction on a *playing space* of less than 2,500 square feet, nor under a ceiling of less than 14 feet clear height. Longer floors require higher ceilings. The minimum regulation floor space for match games is 3,500 square feet and the maximum 4,500.

All vigorous games require, moreover, liberal provision for "out of bounds," storage of apparatus, officials and spectators, primarily as a "safety first" measure. Boundary limits and numbers of players have been determined from the standpoint of the most satisfactory playing of the game. Reducing the "out of bounds" below certain minimums materially increases the possibility of dangerous accidents. Decreasing the playing space increases the liability of serious accident in the play and robs the game of its interest by increasing the "hindrances" to satisfactory play. Increasing the number of players has the same effect.

A floor of less than 2,500 square feet and with proportions of less than 2 to 3 or more than 4 to 5 is unsuitable for playing satisfactorily most of the games that greatly interest boys and girls for any length of time and that have large physical, social and ethical values. In other words, a favorable environment is quite as necessary for this laboratory of power and conduct as for recitations or lectures or study.

The location is usually dictated by quite other considerations than those having to do with the functions of the gymnasium. Sunlight and fresh air and the noise that necessarily arises in

vigorous play, suggest a detached or semi-detached building or a wing, to house the gymnasium and its appendages. This is the custom in Germany. Such a method permits a design determined absolutely by the functions the structure is to perform, within the limits of rational economy and available funds. This is the uniform practice for college and private secondary school gymnasiums and the best of the recent public high schools show a tendency to the same plan.

The choice of location other than the foregoing from the standpoint of the gymnasium alone is in the following order—upper story of the school building, main floor, basement (provided the floor is not more than six feet below grade).

A gymnasium on the upper floor, within the extreme limits of the building, can have adequate size and proper proportions. It can have ample light and air. The noise of feet on the floor can be easily insulated, and the noise of voices will not be a disturbing factor. The strength of materials in a modern reinforced concrete and brick school building is usually ample to carry this additional load.

When the gymnasium is located on the lower floor or in the basement, it is practically impossible to give an unobstructed floor of proper proportions. Here the dominant factor is the schoolroom unit with a maximum dimension of 32 feet 6 inches between side walls. While partition walls may be carried on beams with little difficulty and thus give a length of 60 to 80 or more feet, the result is a floor space suitable for gymnastics but wholly unsatisfactory for games.

Wider floors may be secured, but this requires expensive beams or girders if the floor is to be unobstructed. Supporting columns within the playing space are never satisfactory and are always a source of danger to players. Such extension of space, however, is always to be preferred if the *gymnasium must be in the basement*, but placing the gymnasium elsewhere is not an impossible architectural problem even at the same cost.

The ventilation factor becomes another source of objection when the gymnasium is placed in the lower part of the building. While improvements in methods of ventilation are proceeding and it is possible to provide an ample supply of good air by mechanical means even for a gymnasium in a basement, yet there is always a period of considerable length when the ventilation plant is not operated and dependence must be placed on the windows. A room open only on

one side to the outside air cannot always be ventilated adequately thru the windows when filled with vigorously exercising boys or girls.

Another factor causing difficulty in the basement or first floor gymnasium, is noise. Not infrequently air ducts for rooms above are carried along the basement ceiling. These are difficult to insulate and they conduct the sound of voices directly into the classrooms. Doors opening from the gymnasium into corridors must be kept closed to prevent noise rising thru stair halls. In warm or humid weather this seriously interferes with ventilation.

Gymnasium ceilings should be free of all projections and hanging fixtures which interfere with the passing of balls in games. Basement ceilings are seldom free from steam and water-mains and returns which reduce the calculated height from 12 to 24 inches and are prolific dust collectors. First floor beams and girders also project below the general ceiling surface and offer additional obstacles.

The factors which usually dictate the location of the gymnasium in the basement are two—economy and convenience. These, particularly the former, are of primary importance. Economy dictates the basement because here is space for which no other use is ordinarily found. It is questionable economy, however, that saves a small percentage in the original investment at the cost of fifty or more years of dissatisfaction and danger, or the deprivation of the pupils of the most valuable first hand experiences that would come to them in the play and games which are largely impossible in the typical basement gymnasium.

Convenience in the use of the school building as a community center is also influencing the location of the gymnasium in the basement. This is the result largely of the policy that seeks to cut off the schoolroom part of the building from other parts at night. With the erection of stairways at the ends of corridors, it is perfectly feasible to design them so that access can be cut off from or restricted to any floor as may be desired and so full control be exercised.

The inconvenience of lockers and dressing rooms, toilet and baths in the basement with gymnasiums on upper floors, is small compared to the superior advantage of perfect adaptation of the latter to their approved functions.

With the further development of the school as a community center basement rooms will be found to serve many functions now inconveniently handled in classrooms or omitted alto-

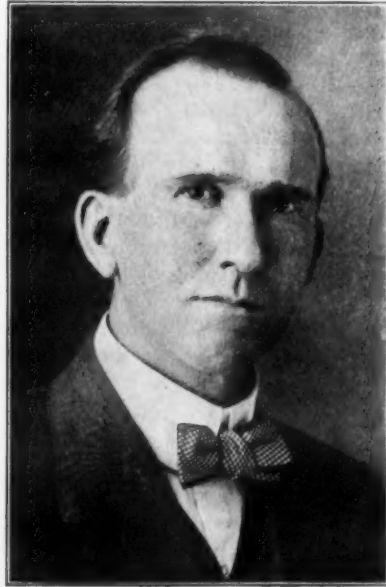
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Lafayette, Ind.



MR. W. H. JOHNSON,
Pres. Kansas State Teachers' Assn.,
Lawrence, Kans.



MR. H. A. DAVEE,
Montana State Teachers' Association,
Helena, Mont.



MR. E. R. EDWARDS,
North Dakota State Teachers' Assn.,
Jamestown, N. D.

RECENTLY ELECTED PRESIDENTS OF STATE TEACHERS' ASSOCIATIONS.

FINANCIAL PRACTICES IN CITIES AND TOWNS BELOW TWENTY-FIVE THOUSAND

Conclusion of Part II

Prof. George M. Baker, University of Kentucky

Types of Budgets.

The first two budgets following below were selected because they are at once simple and adequately complete. They are illustrations of good budgets constructed along independent lines determined by state requirements or local initiative. They are interesting to compare, as the two cities are of approximately the same size as reported in the 1910 census, i. e., slightly above 20,000. The third illustration below is that of a budget designed along local lines, and recast into the United States standard form.

The Owensboro Budget.

Superintendent J. H. Risley, of Owensboro, Ky., gave us permission to use the 1916-17 Owensboro budget in this study as an illustration of what a city of this size may do in designing a budget along independent lines. It is a good budget in that it presents a brief, clear-cut statement of estimated receipts and expenditures. Any interested citizen, of average ability, without any labored study, could easily comprehend the financial prospect in his city for the coming fiscal year, so far as the schools are concerned. Needless to state, laborious study will never be accorded such material as financial statements by any patron save the rare exception who occasionally shows a most commendable desire to have some actual and accurate data on which to base his criticisms, constructive or otherwise. The ninety-and-nine must have such material presented to them in extremely lucid fashion if they are to derive any profit therefrom in the incidental, or rather accidental, examination they make of such matters. Lucidity is not a characteristic of financial statements emanating from the average run of school accountants. Their reports are either scanty and incomplete, or so technical and involved as to require the services of an expert accountant to interpret them to the average citizen. There is not a single foggy place in the entire Owensboro budget. The reader is not left with a question-mark in the back of his mind that refuses to be "downed." Each amount asked for is accompanied by the use to be made of the money. Most gratifying of all, there is no huge miscellaneous item for no-body-knows-what. All channels of expense are provided for in this budget, which eliminates the necessity of asking for a large "blanket" appropriation. Superintendent Risley states that his expenditures are somewhat less than the amounts asked for in each case, and that their budget total does not vary greatly from year to year. Mr. Risley also says that he co-operates with the president and secretary of the board of education in the preparation of this budget. The board does not of its own initiative publish its budget in the local papers, but Superintendent Risley declares that the local reporters "very often" get it from the city council. The budget is as follows:

Owensboro, Kentucky, March 20, 1916.

To the Honorable Mayor and Common Council. Gentlemen:

Herewith we hand you the budget of estimated receipts and expenses of the Board of Education for the year 1916-17, and respectfully request that you levy a school tax of fifty cents per \$100 for that purpose:

Superintendent, Principals and

Teachers\$53,238.00
Additional Teachers 1,890.00
Janitors and Assistants..... 6,132.00

\$61,260.00

Editor's Note.—This article is the fourth installment of an important series of papers discussing financial practices of school boards in small cities and villages. The author, who is at the head of the Department of School Administration in the University of Kentucky, has been a student of the problem of financing schools for a number of years and writes with a very clear knowledge of conditions in many communities.—Editor.

| | | |
|---|-------------|-------------|
| Coal and kindling..... | \$ 3,500.00 | |
| Telephone, water and light. | 918.00 | |
| Insurance, buildings and boilers | 1,200.00 | |
| Desks | 1,000.00 | |
| Repairs | 5,000.00 | |
| Supplies | 6,000.00 | |
| Clerk and Enumerator, etc. | 900.00 | |
| Grounds, sidewalks and sewers | 2,500.00 | |
| Truant Officer | 5,000.00 | |
| ..... | 400.00 | 26,418.00 |
| | | \$87,678.00 |
| Tuition of Non-residents.. | \$ 2,000.00 | |
| State Fund | 23,000.00 | 25,000.00 |
| | | \$62,678.00 |
| Balance on hand | | \$ 9,000.00 |
| | | \$53,678.00 |
| Amount to be raised by taxation.... | \$53,678.00 | |
| Respectfully submitted, | | |

The Montclair Budget.

The 1915 Annual Report of Superintendent D. C. Bliss, of Montclair, N. J., contains the following admirable budget for the year 1914-15. This budget contains an interesting and very valuable additional feature, seldom, if ever, met with, i. e., a comparison with the actual expenses for the same year as the budget, showing where the school board spent more and where less than the budget estimates. The percentage of variation is 6-10 per cent, \$2,082.70 being the amount the total budget was in excess of the actual total expenditures. The board made the estimates sufficiently liberal to avoid a deficit, while the percentage of variation is a negligible quantity. This cannot be done without keeping very close account of expenditures over a series of years. Here is just where school administrators fall down, as previously mentioned: They do not have such data on hand. They work in the dark for the most part, and frequently no one is more surprised at the results than they

ACTUAL EXPENSES OF 1914-15 COMPARED WITH BUDGET OF 1914-15.

| | Budget 1914-15 | Expenses 1914-15 | Over | Under |
|---|-------------------|---------------------|-----------|------------|
| General Office Service and Expense..... | \$ 5,200.00 | \$ 5,549.64 | \$ 349.64 | ..... |
| Supervisors' and Teachers' Salaries..... | 201,900.00 | 200,589.22 | ..... | \$1,310.78 |
| Manual Training | 18,500.00 | 16,307.33 | ..... | 2,192.67 |
| Evening Schools and Summer Schools..... | 10,000.00 | 9,800.15 | ..... | 199.85 |
| Medical Inspection | 3,200.00 | 3,337.00 | 137.00 | ..... |
| Textbooks, Supplies and Apparatus..... | 13,000.00 | 15,110.96 | 2,110.96 | ..... |
| Lectures and Recreation..... | 500.00 | 1,000.32 | 500.32 | ..... |
| Instruction Incidentals | 1,400.00 | 973.54 | ..... | 426.46 |
| Instruction Totals | \$253,700.00 | \$252,668.16 | ..... | \$1,031.84 |
| Supervisors', Janitors', Engineers', Firemen's Salary and Wages..... | \$ 20,100.00 | \$ 19,144.89 | ..... | \$ 955.11 |
| Fuel, Light and Power..... | 15,500.00 | 13,636.62 | ..... | 1,863.38 |
| Insurance | 1,000.00 | 657.34 | ..... | 342.66 |
| Building Supplies | 500.00 | 531.66 | \$ 31.66 | ..... |
| Repairs and Replacements..... | 11,500.00 | 13,495.37 | 1,995.37 | ..... |
| Building Incidentals | 600.00 | 683.26 | 83.26 | ..... |
| Building Totals | \$ 49,200.00 | \$ 48,149.14 | ..... | \$1,050.86 |

themselves. Such budgeting as this under consideration insures a very good control over the financial situation, the strategic point in the school system. The Montclair budget is concise and clear enough that a few minutes' study are sufficient to give the taxpayer a very adequate conception of what becomes of the \$302,900 asked for by the board of education. The budget follows:

It is to be regretted that cities like Owensboro and Montclair do not, or cannot, attempt budget classification based on the United States standard form. This would greatly facilitate valuable comparisons among cities of their type, and while it might not improve their individual practice in these two particular instances, there is no doubt that it would do so in the vast majority of cases. Cities and towns of any size whatsoever could just as well budget according to the standard plan as any other of their own invention, with the chances for general efficiency in favor of the standard form. There is but one legitimate excuse for cities and towns above 1,000 not standardizing their practice in this direction, which is that given by Superintendent Bliss, when communicated with relative to the reason why Montclair does not follow the United States standard form for budgeting. He replied to the following effect: "The State Department of New Jersey requires us to report our expenditures according to a prescribed form which they furnish. Our budget is necessarily made up in such a way as to enable us to make this report with the least trouble. We could, of course, use the U. S. Standard Budget and secure this result, but it has seemed to this office that the modifications made by us save us work in the end. Personally, I consider the U. S. Standard Forms, so far as the budget is concerned, as entirely satisfactory."

This perhaps explains why many other cities of similar size do not adopt the standard form. The strategic point is the state departments of education. So far as Kentucky is concerned, however, the reason assigned by Mr. Bliss is not operative, apparently, in that the state department blanks for reporting fiscal statistics are so inadequate as to render them practically useless as a basis for budgeting. The Kentucky budgets, so far as we have been able to examine them, do not appear to have been devised with any reference to the state department blanks for financial statistics.

Example of a Standardized Budget for a Small City.

| Ashland Budget Classification, 1915-1916. | | |
|--|----------|--|
| A. Fixed yearly charges..... | \$12,660 | |
| 1. Fuel: | | |
| a. Wood | \$900 | |
| b. Oil | 800 | |
| c. Kindling | 25 | |
| 2. Light | 360 | |
| 3. Telephone | 75 | |
| 4. Water | 100 | |
| 5. Sinking fund | 5,000 | |
| 6. Interest | 4,750 | |
| 7. Insurance | 250 | |
| 8. Freight, Teleg. | 100 | |
| 9. Clerk and census.... | 300 | |
| B. Salaries | 27,720 | |
| 1. Superintendent | \$1,800 | |
| 2. H. S. Principal | 1,250 | |
| 3. Grade Principal | 2,000 | |
| 4. H. S. Teachers | 9,095 | |
| 5. East S. Teachers | 5,200 | |
| 6. West S. Teachers | 6,075 | |
| 7. Janitors: | | |
| a. High School | 1,000 | |
| b. West Side | 700 | |
| c. East Side | 600 | |
| C. Office | 250 | |
| 1. Postage | \$ 25 | |
| 2. Stationery | 75 | |
| 3. Printing | 150 | |
| D. School Supplies | 2,240 | |
| 1. Drawing | \$ 200 | |
| 2. Penmanship | 200 | |
| 3. Agriculture | 100 | |
| 4. Man. Training | 300 | |
| 5. Cooking | 200 | |
| 6. Sewing | 250 | |
| 7. Chemistry | 100 | |
| 8. Physics | 100 | |
| 9. Phys. Geog. | 125 | |
| 10. Biology | 100 | |
| 11. Primary | 200 | |
| 12. Janitor | 75 | |
| 13. Crayon | 30 | |
| 14. T. paper | 35 | |
| 15. Theme paper | 100 | |
| 16. Disinfectants | 50 | |
| 17. Floor oil | 75 | |
| E. Apparatus | 1,850 | |
| 1. Typewriters | \$ 800 | |
| 2. Library | 300 | |
| 3. Maps and globes | 150 | |
| 4. Dictionaries | 100 | |
| 5. Incidentals | 500 | |
| F. Repairs | 750 | |
| 1. H. S. Roof | \$ 250 | |
| 2. West Side Roof | 500 | |
| G. New Equipment | 550 | |
| 1. Drawing tables | \$ 175 | |
| 2. Sewing tables | 100 | |
| 3. Commercial | 100 | |
| 4. Stools, 3 doz. | 75 | |
| 5. Playground | 100 | |
| Summary. | | |
| A. Fixed expenses | \$12,660 | |
| B. Salaries | 27,720 | |
| C. Office supplies | 250 | |
| D. School supplies | 2,240 | |
| E. Apparatus | 1,850 | |
| F. Repairs | 750 | |
| G. New equipment | 550 | |
| | \$46,020 | |

A "Standardized" Budget.

A splendid illustration of the possibilities of the United States standard form is given in the Survey Report of the Ashland, Oregon, school system, published in October, 1915. This survey is one of unusually suggestive value, and the only one that we have any knowledge of for a city as small as Ashland, approximately 5,000 by the 1910 census. This survey commission was composed of the following men: Mr. Fred C. Ayer, professor of education, University of Oregon, director of the survey; Mr. C. R. Frazier, superintendent of city schools, Everett, Washington; and Mr. D. C. Sowers, professor of municipalities and public accounting, University of Oregon.

The recasting of the Ashland budget, as prepared by the board of education, into standard form terms was done by the survey commission in the shape of a constructive criticism of unusual value. The report says: "There is given on pages 48 and 49, in parallel columns, the budget as prepared by the Ashland Board and the same items grouped under standard classifications."

The complete United States standard form appears in full in the last section of this series, under Accounting and Reporting.

The following material, quoted from the pages above referred to, constitutes the best illustration we have run across of what the small city can do with the rather formidable appearing standard form, as issued by the United States Bureau of Education:

| U. S. Bureau of Education Standard Classifications. | | |
|--|----------|--|
| 1. Administration | \$ 2,200 | |
| 1. Superintendent | \$ 800 | |
| 2. Clerk and census | 300 | |
| 3. General expense | 100 | |
| 2. Instruction | 25,875 | |
| 1. Salaries | \$23,620 | |
| Principals | 3,250 | |
| Teachers | 20,370 | |
| 2. Educa. supplies | 2,255 | |
| Office: | | |
| Stationery | \$ 75 | |
| Postage | 25 | |
| Printing | 150 | |
| Drawing | 200 | |
| Penmanship | 200 | |
| Agric. | 100 | |
| Man. Tr. | 200 | |
| Dom. Sc. | 200 | |
| Dom. Art | 250 | |
| Chem. | 100 | |
| Physics | 100 | |
| Phy. Geog. | 125 | |
| Biology | 100 | |
| Primary | 100 | |
| Crayon, paper, etc. | 130 | |
| 3. Operation of School Plant | 4,795 | |
| 1. Janitors' salaries | \$ 2,300 | |
| 2. Janitors' supplies | 235 | |
| a. Floor oil | \$75 | |
| b. Disinfectant | 50 | |
| c. T. paper | 35 | |
| d. Other | 75 | |
| 3. Fuel | 1,725 | |
| 4. Water | 100 | |
| 5. Light | 350 | |
| 6. Phone | 75 | |
| 4. Maintenance of School Plant | 1,000 | |
| 1. Repairs to buildings and up-keep of grounds | \$ 750 | |
| 2. Insurance | 250 | |
| 5. Library | 300 | |
| 1. Books | \$ 300 | |
| 6. Outlay—Capital | 9,750 | |
| Acquisition | | |
| 1. Land | | |
| 2. New buildings | | |
| 3. Equipment, new buildings | | |
| 4. Alterations, old buildings | | |
| 5. Equipment, old buildings | | |
| 6. Educational Equipment | | |
| 7. Other payments: | | |
| 1. Interest | \$ 4,750 | |
| 2. Debt reduction | 5,000 | |
| 3. Sinking fund | | |
| Summary. | | |
| 1. Administration | \$ 2,200 | |
| 2. Instruction | 25,875 | |
| 3. Operation of school plant | 4,795 | |
| 4. Maintenance of school plant | 1,000 | |
| 5. Library | 300 | |
| 6. Outlay | 2,100 | |
| 7. Other payments | 9,750 | |
| | \$46,020 | |

Commenting on the standard form, the Ashland report declares: "The system is the best yet devised and is capable of expansion as the school system grows, and hence will not have to be changed from year to year. A standard classification of expenditures becomes more valuable each year because it makes possible the comparison of expenditures of one year with those of another, and with those of other cities of similar size."

The purposes for which school funds are expended are so nearly alike in all school systems, whether great or small, that standardization in school accounting is a comparatively simple problem. Every expenditure of school money can be classified under one of the following divisions: Administration,

Instruction,
Operation of School Plant,
Maintenance of School Plant,
Acquisition of Plant or Equipment, and
Fixed Charges and Contributions,
and these have come to be regarded as the standard classifications for school purposes.

"By the very simple process of grouping the items of expenditure as set forth in the 1915-16 budget under different headings, the standard form of budget can be produced for Ashland and furthermore, by simply inserting these new headings in the clerk's distribution book, the accounting can be made to conform to the best modern standards in school accounting."

Need for Uniformity.

The point of attack is obviously the state departments of education. The cities and towns find it to their own convenience to think, and therefore to budget in terms of the state department reports, as Superintendent Bliss stated. It is difficult to see why the state department authorities could not be convinced of the wisdom of standardizing their practice in this direction, to the great advantage of all parties concerned. This would facilitate comparisons between cities of the same size, and also among states. As it is, very little can be done in the matter of comparative studies, for the reason that there is no uniformity in terms and their use. The whole matter is on an independent and local basis, which means, not infrequently, on practically no basis at all. The greatest need in school administration at present is uniformity in this direction. It is bound to come eventually, but it will come slowly. Education is conservative and rightly so, but there is no mistake to be made in this direction.

(To be continued.)

THE CRYPTIC REPORT CARD

Isabel Underwood Blake, Oak Park, Ill.

The high school building was very quiet. Those pupils who had generally to "stay after," had made a swift exit, a hundred others after them, snatching at caps or wriggling into sweaters; even the conscientious laggards had disappeared, with a final thump of desk seat dropping, or a rattling of inkwell cover. In the halls was only the monotonous sweep of the broom, and in the superintendent's office waited five harried teachers. This was the afternoon of teachers' meeting, and monthly marks were in order. Each mark was the result of averaging marks for daily recitations, marks for written work, and marks for tests; monthly grades in all subjects were averaged together, and an average of averages taken each semester. Even now the superintendent in his inner office was ruling off several square feet of paper on which to note averages.

An elderly teacher of history showed a pale face, and circles under her eyes.

"I was at work until after midnight," she confessed, to someone's kindly inquiry, "and toward the end I grew so confused. I didn't know whether to give Addie Cornwell 84 per cent or 83. The average came to 83 and a fraction —."

"What difference does it make?" asked an impatient little teacher of languages, and the history teacher's glance was a patient rebuke.

"Eighty-four per cent would mean that Addie does as well as Harry Grove, and 83 would mean that she does no better than Alice Baker. I think she comes somewhere in between —," her voice trailed away into troubled silence.

"Do Mr. and Mrs. Cornwell know what Harry Grove and Alice Baker are marked?" demanded the teacher of mathematics.

"Oh no," the history teacher was startled into a reply. "But Addie and Harry and Alice will all compare their marks, and they might feel that these are unjust. And I wish," she lamented again, "that I might encourage John Dew. He works so hard, and all I could do to show I appreciate it, would be to raise his mark by one per cent. I can't quite do that."

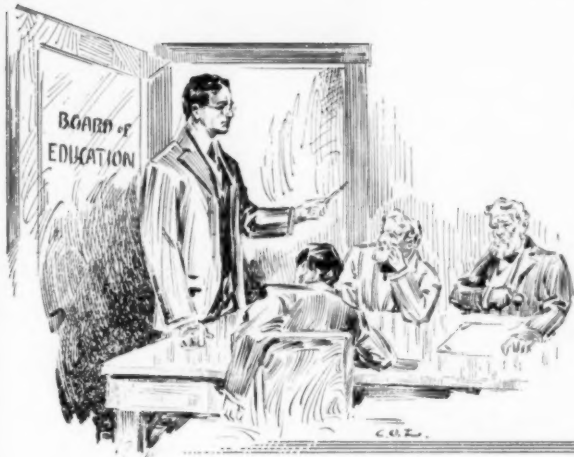
The language teacher shrugged her shoulders. "Want to see my system?" she offered. "Simple, and conclusive." And before the astonished eyes of four other teachers she displayed a blank record book.

"But what shall you do," faltered the history teacher, "when the superintendent calls on you for marks?"

"I'll supply them," promised the other. "79-81-87; odd numbers are more convincing."

The mathematics teacher's tone spoke the dis-

(Concluded on Page 57)



Directors vs. Superintendent in School Management

Dr. J. K. Miller, Member of the Board of Education, Greeley, Colo.

Public school management is becoming more and more a live question. Without doubt, there is an ever increasing interest in the education of our children and the question of supervising this most important factor of public concern in community life is being more freely discussed.

The average school director was formerly an uneducated citizen. Unfortunately such a one is still occasionally to be found on the job. This director had charge of both the business and educational parts of school work. His word was law and without recourse in all matters pertaining to buildings, teachers and the curriculum. Needless to say such provision for school management has held back and in many cases is still holding back a wholesome progress. This old time director made economy the primary factor. His financial showing was presented as the mark of efficiency in his directorship. It was made manifest in plain, cheap buildings, cheap teachers and a meager equipment. Everything was so simplified that an active, energetic, school spirit was an impossibility.

Growth of Professional Independence.

In recent years, greater interest has been awakened along educational lines. The leading spirits in any enterprising community readily recognize that any such attitude as that which formerly obtained is no longer tolerable. They contend that better privileges should be given the boys and girls. Educational leaders, too, have long been restless under such restriction and have demanded the right to dictate to the director methods and plans more advanced in character which promise and secure better results. Their management transcends that of the average school board, no doubt, in most respects. It offers much more elaborate and in the main much more helpful courses to the public's young wards. In some instances the change is decidedly marked and there are evidences that the pendulum may swing to the other extreme. Leading schoolmen are posing as experts in all the various lines entering into our school system. They are demanding the privilege to dictate the curriculum, to select the teachers, to construct and to supervise the buildings and to direct all matters relative to equipment, playgrounds, etc.

As above intimated, this is the other extreme and it is thought by many educational enthusiasts as well as some others to be the solution of this much vexed school problem. Have we facts to substantiate this view?

Duties of School Board Members.

Public schools are public institutions and supported by public funds. Their management must be based on democratic principles. In this management the people demand the right to direct the activities of the school thru their representatives. Thus far there is no law, legally or morally considered, whereby the communities' representatives in school affairs have the right to delegate all their functions and responsibilities to others. They are elected to carry out the duties of their office as stipulated by law. In accepting the position, they assume

the responsibilities legally and morally imposed upon them as public officials. Men and women who assume the duties of school director for the honors and distinction the position affords and ignore the duties they have sworn to perform should be deposed. Their indifference to obligation cannot be compensated for by putting everything in the hands of one whom they elect as superintendent. A superintendent's work is almost entirely educational in character while that of the director is largely business. There are certain features of school management, however, wherein the work of the superintendent and that of the director blend; besides an intelligent board of directors can appreciate the duties imposed upon the superintendent and he in turn is often competent to recommend to the board the expediency of certain business procedures. It is thus clearly seen that the directors and the superintendent together must necessarily constitute the board of school management.

The Superintendent's Lack of Business Training.

It is frequently claimed that the average board knows but little about the employment of teachers or the adoption of textbooks. This is admitted. It is just as true, however, that the average superintendent knows little about business matters. There is no reflection here in either case. It is a matter of training. We have no school for the training of men for school directors and the training of a superintendent is along scholastic rather than commercial lines. Tho he usually commands a substantial income, he, materially speaking, has little to show for it even after years of labor. In view of these facts it would not be wise to put from fifty thousand dollars to several times that amount in the hands of one who has not

special financial training for him to spend as he may see fit in the management of the school system over which he is placed.

Neither is the average superintendent well informed along the lines of hygiene and practical sanitation. This also may be charged against the directorship but with more excuse and we believe to a less degree. The superintendent may observe the height of the seats and desks correctly but his knowledge of light and ventilation is either exceedingly faulty or he fails to appreciate their full importance. He overlooks the irritating and vexatious features of school curricula and of schoolroom methods which, it is generally conceded, are responsible in no small degree for more or less serious mental and physical disturbances of children. These, too, are features in school management upon which he should be well informed because of their direct association with the receptive powers of the child and because the health of the child is now being conserved by proper school management.

These statements are not made critically. They are simply expressions of facts existing where the school board delegates all the work of school management to one person whom it has chosen as superintendent, and where the superintendent seeks to assume entire control of the system over which he is placed. It may be further stated that it is not just to expect one person to be expert in all the phases of an educational system. Neither is it just to load everything upon him and demand in the end a satisfactory administration. The law recognizes the unfairness of such procedure when it provides a board of three or more citizens instead of one—an educational expert to do this work.

Co-operation Essential to Success.

The writer appreciates the difficulties with which a wide-awake superintendent has to contend when it comes to dealing with a board of committeemen who will neither do or permit to be done those things that are essentials in the proper management of a school system. In such cases he is entitled to relief which in the last analysis must come from the community. More thought must be given in the choice of the school director. The community must elect citizens in whom confidence can be placed and then withhold criticism and complaint. The ideal board will be found to consist of busy business and professional men who are public-spirited and successful in their respective vocations. Two or three live business men, a successful lawyer and an up to date physician will guard the various interests of the school system insofar as it concerns the community and at the same time they will give a substantial support to anyone who is qualified for the position of superintendent. With the estimate of the businessmen, the legal opinion of the lawyer, the judgment of the physician and the recommendation of the superintendent, all pooled together, the community will have its school system managed with economy and efficiency.



MR. F. F. HALL,
Dundee, Illinois.
Vice-President of the Illinois Association of School Boards.
(See Page 43).
Mr. Hall has been a member of the school board at Dundee for many years and is at present its president.

STUDY FOR A MODERN
RURAL SCHOOL BLDG.
AND SOCIAL CENTER
FOR THE
RURAL DISTRICTS OF THE
STATE OF ILLINOIS

BROOKS & BRAMHALL—ARCHITECTS
DECATUR, ILL.—209 MAY L. BANK BUILDING—



PERSPECTIVE VIEW

EXPLANATIONS

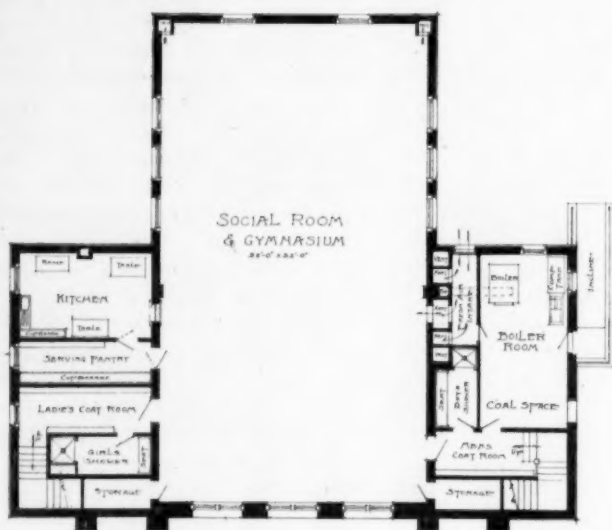
THE SCHOOL BUILDING MAY BE BUILT COMPLETE WITH AUDITORIUM AS SHOWN—OR, A BRICK CURTAIN WALL MAY BE BUILT IN PLACE OF THE ROLLING PARTITION AND THE AUDITORIUM OMITTED—WHICH MAY BE ADDED AT SOME FUTURE TIME.

THE SOCIAL ROOM MAY BE USED AS A GYMNASIUM OR WITH MANUAL TRAINING AT ONE END AND DOMESTIC SCIENCE AT THE OTHER.

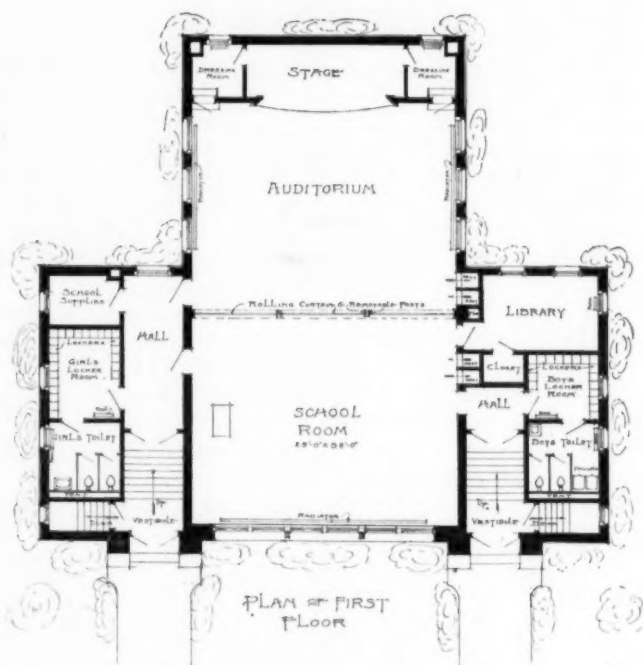
TOTAL SEATING CAPACITY OF AUDITORIUM AND SCHOOL ROOM IS 200 PERSONS.

SEATING CAPACITY OF SCHOOL ROOM IS 54.

ESTIMATED COST OF BLDG. COMPLETE \$9,000.00
WITH AUDITORIUM OMITTED \$6,500.00



PLAN OF BASEMENT



PLAN OF FIRST FLOOR

SCALE: 1/4" = 1'-0"

A SUGGESTION FOR A RURAL SOCIAL CENTER SCHOOLHOUSE.

Educators and others who have actively promoted the use of country schoolhouses as social centers have generally found in the buildings themselves a strong barrier against the most desirable community gatherings and recreational activities. The small building with the fixed desks and other impediments of the classroom is not particularly attractive or usable and it is not to be wondered that adults are not inclined to visit it. Before the country school can begin to meet its opportunities and duties as a social center, it must be adapted to those activities which adults will be interested in and will enjoy.

A suggestive plan for a schoolhouse that will lend itself to wider use has been recently prepared by Messrs. Brooks & Bramhall of Decatur, Ill., at the instance of Mrs. D. B. Parr of the Illinois Federation of Women's Clubs. Mrs. Parr has been an advocate of the use of school buildings for social center purposes and has done more, perhaps, than any other person in Illinois to advocate its value. She has studied the problem intimately as it relates to rural schools and from her observations the present sketches were developed.

The building is planned to serve the ordinary school purposes in the day time and to afford not only space for a classroom, but also a recreation room for the pupil and additional space for a library, a domestic science room and manual training. For social center purposes the building is intended to afford a library, and auditorium for general community gatherings, concerts, etc., and a social room for games and in-

door athletics. In the same social room it is planned that meals shall be served.

The building is designed to be built with local material preferably brick, with stone, cement block, or terra cotta trim. The roof may be shingled or covered with slate or some other fireproof material. The exterior design is simple and depends rather on good proportions for the architectural effect.

The building may be erected as shown in the sketches, or the auditorium and a portion of the social room may be omitted and erected at a future date. The construction of a curtain wall in line with the rear wall of the kitchen and boiler room will make the building complete without the auditorium.

The building has two entrances so that the sexes may be kept entirely separate both in the day time and in the evening. The boys' vestibule gives entrance to a locker room and toilet and leads to a coat room and shower bath and the boiler room in the basement. The girls' vestibule opens into a hall that admits to a locker room and a toilet and also to the auditorium and the schoolroom.

The schoolroom proper is 25 by 32 feet in size and is large enough to seat a maximum of 54 children. It is separated from the auditorium by means of a rolling curtain that can be swung back against the wall without any obstruction. The auditorium proper is lighted from both sides and has a generous stage and dressing rooms. The schoolroom is intended to be furnished with movable seat desks which can be easily turned into supplementary seating for the auditorium.

It is intended that the library shall be fitted

with ample shelving for several thousand books and that it shall contain a table and chairs for reading.

The social room in the basement measures 58 by 32 feet and is intended for general uses including dances, games, evening dinners, etc. It is planned that the front end shall be equipped with manual training benches.

The kitchen is equipped with tables, a cupboard, a range, and a sink, and adjoins a serving pantry. The kitchen is large enough for small classes in domestic science and can be used for serving hot meals and lunches at social gatherings.

The architects have planned that the boiler and heating apparatus shall be enclosed in a fire-proof room. The ventilation is to be accomplished by means of a gravity system with supplementary steam heat in each of the rooms and aspirating coils in the exhaust flues. The ducts from the ventilating stacks are to be gathered in the attic and connected to a large roof ventilator. It is planned to close this ventilator when the building is not in use and to heat the structure by direct radiation only.

The sanitary equipment of the building is planned to include toilets and showers of the best school type. Water is to be pumped from a driven well and is to be forced by means of an engine and pump into a compression tank in the boiler room. The sewage is to be discharged into a septic tank and disposal field.

The estimated cost of the building complete is \$9,000, and the school proper without the auditorium may be erected for approximately \$6,500.

Information about the plans of the building may be obtained from Mrs. D. B. Parr at Decatur.

Recognition of Standard Colleges and Normal Schools in the Certification of Teachers

Dr. Henry E. Kock, Woodward High School, Cincinnati, O.

Ten years ago Dr. E. P. Cubberley* made a survey of the conditions of the United States under which teachers' certificates were issued. His findings were amazing not to say appalling. The recommendations made in his conclusions were of such farseeing nature and based on such good principles of organization that great good should have come from them. To see what effect if any had been accomplished the writer has made a survey during the past year of a similar nature to determine to what extent examinations are becoming obsolete and are being replaced by records of training and experience.

It was found that while conditions have improved in most states to a remarkable extent, in others however the conditions are about the same they were ten years ago. In fact, one can tell the progressiveness of a state by the method in which it issues its teachers' certificates.

At that time there existed a diversity of standards in the different states by which the transfer of teachers from one to the other state was greatly and unnecessarily restricted. These restrictions seemed in some states to give either the board of examiners per diem work or prevent teachers from other states from interfering with the law of supply and demand. At present only the District of Columbia, Connecticut, Florida and New Hampshire refuse to recognize certificates of any kind from another state.

Examinations were the dominant method of testing a teacher's fitness for employment. Today it is the exception and college diplomas are not only the rule but are encouraged by most school laws. The state examination has superseded the local one and certificates issued by the state take precedence over locally issued certificates.

New York is the only state recognizing standard college diplomas permitting certain cities, Albany, Buffalo, New York and Jamestown to refuse diplomas recognized elsewhere.

The recognition of standard college diplomas is becoming general. Only these states do not recognize college graduates under any conditions from other states: Connecticut, Indiana, District of Columbia, Michigan, Florida, New Hampshire, Georgia, Connecticut, Indiana, Michigan, recognize colleges in their own state. Georgia accepts state certificates from other states while the others require examinations. Sixteen states recognize graduates from colleges that have been approved by the state authorities, ten states and two territorial possessions recognize graduates from other states under certain other conditions, such as experience, knowledge of local geography, history, school laws, etc. Six states recognize graduates from other states if they present credits in education varying from four to twenty semester hours. Eight states recognize graduates on the transcript of their college records. Two states not reporting, Iowa and Kansas.

While a great many states issue life or permanent certificates the trend seems to be to discontinue this practice and issue renewable five year certificates. In addition to this condition the holder is expected to teach and not lay these certificates aside for some future emergency.

Not much progress could be found in the raising of the requirements of members of boards of examiners. The conclusion has been drawn that these boards will soon become obsolete and are therefore not being disturbed.

*Certification of Teachers. E. P. Cubberley—5th Year Book Society for the Scientific Study of Education. 1906.

In nearly all the states except Kentucky the standard for teaching has been raised to a desired minimum. High school teachers in Kentucky need be only graduates of a high school with one year at college or normal school. With the encouragement to college graduates, requirements for teachers' certificates by examination have been raised. There is a marked uniformity thruout the United States with reference to the kind of certificates issued. Virginia is the only state that still maintains the old individual merit certificate where the holder is distinguished by the grade of the certificate he holds. Virginia issues some two dozen different certificates, such as a professional university certificate, a professional college graduate certificate, a state normal certificate, city normal certificate, university certificate, collegiate certificate, junior college certificate, state military institute, etc., etc., all these permitting the holder to teach in the high schools of Virginia.

The standards for life or permanent certificate have been raised indirectly by issuing these only to the most capable teachers. This is done in requiring evidence of successful experience varying from one to twenty years before the certificate issued is a permanent one. While formerly each state had its own standards the recognition of graduates from standard colleges has made for a common standard, which will gradually be raised as the standards of colleges are raised. Few states may be considered "up-pish" or retaliatory. Except in those states mentioned above there now exists a free exchange of courtesies among the states and besides recognizing graduates from standard colleges, state certificates based upon common standards are recognized by the various states.

In comparing the present situation with Dr. Cubberley's suggestions of ten years ago it is astonishing how many of them have been adopted.

With few exceptions no city certificates are issued except in large cities.

Provisional certificates are being issued only as interim or probational permits.

The state professional certificate as apart from the state life certificate has almost become obsolete as mentioned above.

Many states demand special preparation in secondary education for a high school certificate.

The teachers are now freed from vexatious re-examinations after once having shown their worth as successful teachers and after the probationary period is passed certificates are either renewable indefinitely or made permanent.

To determine to what extent diplomas from reputable colleges were being recognized, we wrote to every state superintendent in the United States inquiring under what conditions, if any, teachers' certificates without examination would be granted to graduates of standard colleges and normal schools, with the following results:

Alaska. Elementary certificate issued by Governor, ex-officio Superintendent of Schools. Valid for two years, renewable.

Alabama. Elementary of first grade for one year, renewable. Life certificates on examination only.

Arizona. If college is on accredited list, primary certificate, valid four years. Life certificate by examination only.

Arkansas. With six months' experience a six year professional certificate. With twelve months' experience, life certificate.

California. If on accredited list certificate from county superintendent for six years, renewable.

Colorado. Twenty-four months' experience. Oral examination in pedagogy. Five years, renewable.

Connecticut. No authority to issue certificate on those of other states.

Delaware. To graduates of certain accredited colleges.

District of Columbia. Not permitted to accept certificates from other states or cities.

Florida. Under no circumstances without examination.

Georgia. Do not recognize colleges. Exchange of state certificates under certain conditions.

Idaho. Eighteen months' experience and pass examinations on Idaho.

Illinois. County certificate issued on diploma. State certificate only by examination.

Indiana. Do not recognize colleges of other states.

Iowa. No reply received.

Kansas. No answer.

Kentucky. High school certificate entitles to teach in grades. One year at college for secondary certificates. Twenty years' experience for life certificate.

Louisiana. To graduates of colleges on approved list.

Maine. High school and elementary certificate if college equal to Maine college.

Maryland. Must have 200 hours in education.

Massachusetts. Preliminary certificate, valid two years, permanent after two years' success.

Michigan. Do not recognize colleges of other states. Reciprocate state certificates.

Minnesota. Must be accredited. Elementary certificate. If specialized in high school subjects then a secondary certificate.

Missouri. Eighteen hours in education. State certificate for five years after nine months' experience.

Mississippi. Recognizes graduates. (No other information given.)

Montana. Only after nine months' experience.

Nebraska. Twelve hours in education. County certificate of first grade and city certificate of second grade.

Nevada. High school certificate on sixteen semester hours in education.

New Jersey. State board passed on individual record.

New Hampshire. No certificate without examination.

New Mexico. Provided work at college covers requirements.

New York. Provisional. Permanent after three years' success. Not good in Albany, Buffalo, Jamestown and New York City.

North Carolina. If work at college covers requirements, board may accept in lieu of examination.

North Dakota. Sixteen hours in education, first grade. Valid for two years. Renewal for five years.

Oklahoma. If college is approved. High school certificate for five years, renewable.

Ohio. Provisional, valid four years. Permanent after two years' success.

Oregon. Accredited college graduates, secondary school certificate for one year, after six months' experience a five year, after 30 months a life certificate.

Pennsylvania. If accredited, provisional for three years, made permanent after three years' success.

Porto Rico. All must take examination. Life certificate after five years' experience.

Rhode Island. First grade certificate on certification as to scholastic and professional attainments.

South Carolina. State certificate on transcript of record and rating of institution.

South Dakota. Provisional. After 40 months' experience life certificate.

Tennessee. Two terms in education then elementary certificate. Six terms in education for a secondary accredited college. Valid five years.

Texas. Four courses in education. State life certificate.

Utah. Six hours in education. Temporary high school, renewable, life on two years.

Vermont. If approved college, first grade certificate. Permanent after 40 weeks' success.

Virginia. Graduates of high school to graduate school may teach in all grades.

Wyoming. If approved, first class certificate. After two years' success, permanent.

Washington. All must pass examination on State Manual. Graduates with credit in education, temporary certificate. After 45 months life.

West Virginia. Twenty hours in education. High school certificate. Life after ten years.

Wisconsin. At discretion of board on candidate's record, one year certificate. After two years, life.

From a study of the above tabulation it will be noticed that while in general there has been marked progress along the lines suggested by Dr. Cubberley, the certification of teachers based on college credentials is far from uniform. There is great need for raising the standard of efficiency in the teaching force of the United States. Under our present constitution we can not frame federal laws to accomplish this. The bureau of education can exert a great moral influence in the situation only. To achieve uniform standards thruout the United States with proper allowances to much varying local conditions and yet bring about a national unity of standards for the certification of teachers will require the co-operation of the several states by the adoption of uniform statutes.

The Department of Superintendence of the National Education Association could be markedly influential in securing such legislation.

The following paragraphs suggest sections of a statute meeting the condition as outlined above. As will be seen it does not interfere with the common plan of certification of teachers by examination. It does not necessarily eliminate the county boards. It does not establish standard beyond the achievements of any state in the union. The standard is in short the attitude in educational efficiency attained by the standard colleges and normal schools which meet the approval of the state board. Its flexibility will be noticed in that each state's standard is that attained by its own colleges and normal school, and in this way meets conditions peculiarly local.

SECTION 1. There shall be a state board of school examiners consisting of five competent persons resident of state, to be appointed by the governor of the state. Not more than three of them shall belong to the same political party. The majority shall be college graduates.

SECTION 2. The term of office of such examiners shall be five years. The term of one of the examiners shall expire on the thirty-first day of August each year. When a vacancy occurs in the board, whether from expiration of the term of office, refusal to serve, or other cause, the superintendent of public instruction shall

fill it by appointment for the full or unexpired term as the case demands.

SECTION 3. The board thus constituted may issue three grades (high, elementary, special) of life certificates to such persons as are found to possess the requisite scholarship and who exhibit satisfactory evidence of good moral character and of professional experience and ability. The certificate shall be for different grades of schools according to branches taught and be valid in the schools specified therein. The clerk of the board shall keep a record of the proceeding showing the number, date and grade of each certificate to whom granted; and for what branches of study, and report such statistics to the superintendent of public instruction annually on or before the thirty-first day of August.

SECTION 4. Applicants for life certificates of any kind shall possess an amount of professional training as follows:

On and after January first not less than a one year course or its equivalent in summer school work, in a recognized institution or college or normal school rank for the training of teachers, or a year's course in an arts college on the recognized list, maintaining a practice department.

On and after January 1 (five years) not less than a two year course, or its equivalent in summer school work in a recognized institution of college or normal school rank for the training of teachers, or two years' work in an arts college on the recognized list maintaining a practice department, not less than one-fourth of which work shall be in education subjects including observation and practice teaching.

(Above to gradually raise standards of requirement.)

(To include teachers five years in service.)

SECTION 5. In addition to the requirements mentioned in the section above first part every applicant for a life certificate if not a graduate of a recognized institution for the training of teachers of college or normal school rank or liberal arts college on the recognized list, shall

have had at least fifty months of successful teaching experience and hold a certificate of graduation from first grade high school or its equivalent.

SECTION 6. A graduate from any normal school, teachers' college, college or university within or without the state who has completed a full two years' academic and professional course in such institution and who also possesses a first grade high school diploma or its equivalent shall upon application to the superintendent of public instruction be granted without further examination a provisional elementary certificate valid for four years in any school district within the state; provided that such institution has been approved biannually by the state board of school examiners.

SECTION 7. A graduate from any normal school, teachers' college, college or university within or without the state who has completed a full four years' academic and professional course in such institution and who also holds a certificate of graduation from a first grade high school, or its equivalent shall upon application to the superintendent of public instruction be granted without further examination a provisional high school certificate valid for four years in any school district within the state, provided that such institution has been approved biannually by the state board of school examiners.

(For special teachers' certificate.)

SECTION 8. A graduate from any normal school, teachers' college, college or university, who has completed a special two-year course, with training school experience, in music, drawing, penmanship, manual training, physical culture, domestic science, agriculture, kindergartening, any modern language, or such other studies as are required to be taught by special teachers or supervisors and who also possess a first grade high school diploma or its equivalent, shall upon application to the superintendent of

(Concluded on Page 70)

SCHEME OF ADMINISTRATION VINCENNES IND. SCHOOLS 1916 - 1917

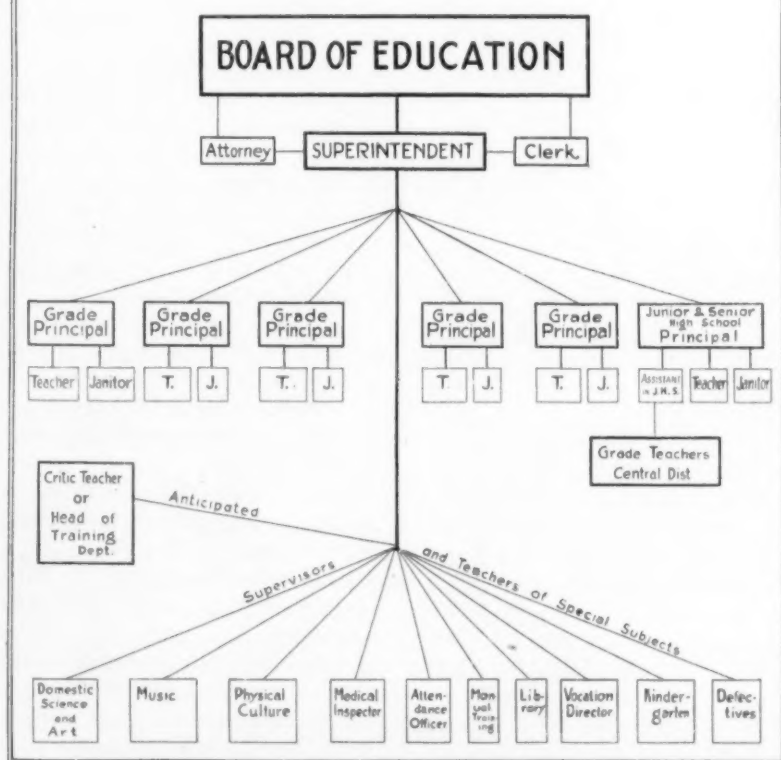


Chart prepared by, and reproduced thru courtesy of Mr. E. O. Maple, Superintendent of Vincennes Schools.

THE AUTHORITY OF TEACHERS*

Harry R. Trusler, Dean, College of Law, University of Florida

Nature of the Teacher's Authority.

When parents, in fulfilling their duty of training their child into a useful and virtuous member of society, place him in charge of a teacher for the purpose of acquiring certain forms of education, by that fact the teacher becomes *in loco parentis* in regard to all matters pertaining to that particular phase of the child's life which is intrusted to his guidance for development, including the power and duty of correction (Note, 65 L. R. A. 891; 1 Bl. Com. 453; 27 Me. 266). The teacher is the substitute for the parent, is charged in part with the performance of his duties, and in the exercise of these delegated duties is invested with his power (31 Am. Dec. 416; 30 Am. Rep. 706). His authority thus delegated extends only to what is just, proper and necessary for the welfare of the pupil under the circumstances. The teacher has no general right to punish for all offences; his right is restricted to the limits of his jurisdiction and responsibility as a teacher (3 Am. St. Rep. 645).

Right to Enforce Discipline.

The teacher is an executive officer of the school department of the government, and as such must enforce order and decorum in his school (10 Allen-Mass.-150). The foundation of the teacher's right to enforce discipline over his scholars is a duty vested by law in parents to maintain and educate their offspring, which includes such power of correction as may be requisite for the discharge of their trust; and so much of this power as is necessary for the purpose is delegated to the teacher that he may the better accomplish the purpose of education (16 Am. St. Rep. 31). Consequently a teacher may exercise such powers of control, restraint and correction over his pupils as may be necessary to enable him to perform properly his duties as teacher; and if nothing unreasonable is demanded he has the right to direct how and when each pupil shall attend to his appropriate duties and the manner in which he shall demean himself (35 Cyc. 1134).

Rules are necessary for the orderly conduct of a school. These should be supplied to the teacher by the board which has the special charge of the school. Against the order of the board the teacher cannot lawfully enforce his rules; but he does not derive all his power and authority in the school and over his pupils from the affirmative action of the board. Whenever the board fails to act, the teacher may make and promulgate all needful rules and regulations. It frequently happens that emergencies arise which require prompt action and for which the rules do not provide a remedy. In such cases the teacher must act, and his action if reasonable is valid and binding until the board directs otherwise (Note, 76 Am. Dec. 165). The obligations on the part of pupils of obedience to lawful commands, subordination, civil deportment, respect for the rights of other pupils and fidelity to duty are inherent in any proper school system, and constitute, so to speak, the common law of the school. Every pupil is presumed to know this law and is subject to it, whether it has or has not been re-enacted by the board in the form of written rules and regulations (30 Am. Rep. 706). Thus it is obvious that the mere fact that a school board fails to

record its rules will not render them void, altho a statute requires all of its votes, orders, and proceedings to be recorded in a permanent record book (116 Mass. 365; 61 N. E. 263).

Right to Inflict Punishment.

It is everywhere admitted that a teacher has a right to inflict reasonable punishment upon a pupil for misconduct, by whipping or otherwise, for the purpose of maintaining the discipline and efficiency of the school (Notes, 31 Am. Dec. 419; 24 Am. Rep. 769; 102 Am. St. Rep. 537). The teacher has no general right of chastisement for all offences as has the parent. The teacher's right in this respect is restricted to the limits of his jurisdiction. But within these limits a teacher may exact a compliance with all reasonable demands, and may, in a kind and reasonable spirit, inflict corporal punishment upon a pupil for disobedience (3 Am. St. Rep. 645). In cases of misconduct he is vested with the power to administer moderate correction with a proper instrument and such punishment should have some reference to the character of the offence and the sex, age, size and physical strength of the pupil (16 Am. St. Rep. 33). The pupil's prior or habitual conduct or misconduct also may be regarded (2 Atl. 841), altho his conduct at the time of punishment should be the main consideration (88 Mo. App. 354). Within these limits the teacher has the authority to determine the gravity or heinousness of the offence, and to meet out to the offender the punishment which he thinks his conduct justly merits, and hence the parent or teacher is often said, *pro hac vice*, to exercise judicial functions (16 Am. St. Rep. 33). Even tho the regulations of a school forbid assistant teachers to inflict corporal punishment, it has been held in England that their position nevertheless invests them with this power, and a pupil who for misconduct has been moderately chastised by one cannot recover damages of him therefor (1 K. B. 160, 1 British Rul. Cas. 708).

In a few instances the teacher's right to inflict corporal punishment has been made the subject of legislative enactment (Note, 65 L. R. A. 899). These statutes as a rule are merely declaratory of the law, requiring the force or violence used to be reasonable in manner and moderate in degree (Canada, New York, Minnesota, Texas), altho in at least one state corporal punishment has been prohibited (New Jersey). When, however, the limit of punishment which a teacher may inflict upon a pupil is set out by statute, it may not be exceeded, altho the pupil remains unsubdued (25 S. W. 1072). But notwithstanding a statute on the subject, evidence of the teacher's intent in inflicting the punishment is admissible (33 S. W. 234), and he may use such force as is necessary in combating the efforts of a large, strong youth to assault him, while resisting compliance with a reasonable command (43 S. W. 1013).

Corporal Punishment of Girls.

In giving the teacher the right to inflict corporal punishment, the law makes no express distinction as to whether the offending pupil is a girl or a boy; and when the legality of the punishment of a girl is presented, it generally is a question for the jury to determine whether or not the whipping, under all the circumstances, was reasonable (24 Am. Rep. 769). In the absence of statute or school regulation to the contrary, the teacher has as much legal right to whip a girl as to whip a boy. Yet it is obvious that a teacher incurs greater risk of legal responsibility in inflicting corporal punishment upon a girl. There is undoubtedly, on account of public opinion, a greater likeliness that the

teacher will be sued by a girl than by a boy; and when sued, there is a greater probability of a sympathetic jury imposing damages upon the teacher by coming to the conclusion that the broken rule was unreasonable, or that lasting injury was inflicted by the punishment, or (under some authorities) that the punishment in character or extent was disproportionate to the offence, or that the teacher in inflicting the punishment was animated by an improper motive. Any one of these possible conclusions will render the teacher liable to the pupil. In a determination of the reasonableness of the punishment, sex is one of the factors taken into consideration (1 Kan. L. J. 370; 2 Atl. 841; 35 Cyc. 1138), and it may well be that punishment not immoderate when administered to a boy would be considered excessive when applied to a girl of the same size or age. Any verdict that a girl might secure against the teacher for assault and battery would be difficult to overturn, unless its size warranted the inference that it was the result of the passion and prejudice of the jury.

Limits of Permissible Punishment.

"Foolishness," said Solomon, "is bound up in the heart of a child, but the rod of correction shall drive it far from him." The right of discipline with the rod, administered without malice or immoderation, has been well characterized as part of the common law of the school-room (16 Am. St. Rep. 31). The punishment inflicted by the teacher must not be cruel or oppressive; the cause for it must be sufficient; and the instrument used must be suitable for the purpose. Moreover, the manner and extent of the correction, the part of the person to which it is applied, and the temper in which it is inflicted must be distinguished by the kindness, prudence, and propriety which become the station of the teacher (4 Ind. 290). The punishment ought always to be apportioned to the gravity of the offense (3 Am. St. Rep. 645); and the teacher must be governed as to the mode and severity of it by the nature of the offense, the age, sex, size, and apparent powers of endurance of the pupil (16 Am. St. Rep. 31; 4 Gray-Mass.-36; 14 Tex. App. 66; 1 Kan. L. J. 370; 2 Atl. 841; 60 Am. Rep. 709; 76 Am. Dec. 171). It is for the jury to determine whether a chastisement is immoderate or not from the size of the rod used, the character of the wounds inflicted, and all the other circumstances of the case (20 S. W. 360; 34 Am. Rep. 769; 76 Am. Dec. 156; 95 N. W. 640).

The punishment must not be inflicted because of an improper motive; and consequently it is unlawful if it is prompted by malice (88 Mo. App. 354), spite (11 Pa. Dist. Rep. 199), insolence (4 Ind. 290), revenge (44 S. E. 602), or caprice, anger, or bad temper (8 L. C. Jur. 173). There can be no such thing as reasonable punishment from a malicious motive (88 Mo. App. 354). The jury, moreover, may infer malice from an excessive punishment (48 S. E. 602), or from an improper instrument of correction (7 So. 268); and it is not allowable to punish a pupil for the misconduct of others (48 S. E. 602). If the punishment is characterized by an illegal motive, it is an assault, regardless of how mild it is (88 Mo. App. 354; 18 S. E. 256). The mildness of the punishment, however, may serve to reduce the damages assessed by the jury in a civil action as well as to reduce the penalty fixed by the court in a criminal prosecution (1 Sutherland on Damages—3rd Ed.—§§ 43, 100).

It is obvious that teachers should correct their pupils with such things as are fit for correction

*Editor's Note—This is one of a series of articles which will be published in book form with the title, "Essentials of School Law." The abbreviations of states within parentheses in this article refer to state reports. Other abbreviations used are: Am. Dec.—American Decisions; Am. Rep.—American Reports; Am. St. Rep.—American State Reports; Atl.—Atlantic Reporter; Cyc.—Cyclopaedia of Law; L. R. A.—Lawyers' Reports Annotated; L. R. A. N. S.—Lawyers' Reports Annotated New Series; N. E.—Northeastern Reporter; N. W.—Northwestern Reporter; Pac.—Pacific Reporter; So.—Southern Reporter; S. E.—Southeastern Reporter; S. W.—Southwestern Reporter.

rather than with dangerous weapons likely to kill or maim. It has been held that a small, smooth rattan is a reasonable instrument of correction (5 Clark-Pa.-78). But to punish pupils with an iron bar, a sword, a pestle, or a great staff clearly is not permissible (Note, 65 L. R. A. 898); and to beat a child over the head with a limb or stick and then to strike him in the face several times with the fist exceeds the limits of legal punishment (7 So. 268). Likewise to chastise a pupil with a stick three-fourths of an inch in diameter at the larger end, and three or four feet in length, by striking and beating him upon the back, neck, arms, and legs to such an extent that ecchymosis develops is illegal (70 Mo. App. 156). The same is true where the teacher inflicts severe blows, knocking the pupil down and wounding him, unless it appears that there is such resistance upon the pupil's part as to render the acts of the teacher necessary in self-defence (19 Vt. 102). As a matter of precaution, it is well for the teacher to call in one or more witnesses to the act of chastising, in order to have the evidence negating any claim of excessive punishment.

It has been held that a teacher cannot chastise a pupil to compel him to do something which his parent has requested that he be excused from doing, altho the teacher may be justified in refusing to permit the attendance of a pupil whose parent will not consent that he shall obey the rules of the school (35 Wis. 59; 17 Am. Rep. 471; 50 Iowa 145; 32 Am. Rep. 128). If a teacher is not authorized to teach school, by reason of not having a proper certificate to teach or in some other way failing to measure up to legal requirements, his powers of discipline as a *de facto* teacher are the same as if he possessed such certificate and were a teacher *de jure* (59 N. H. 473). On the other hand, the fact that a school has not been well managed prior to a certain teacher's employment, and he has been specifically requested to be more strict in compelling obedience to the rules, such teacher has no more authority by reason thereof than he otherwise would have possessed (48 S. E. 602).

Lastly, a teacher cannot legally punish a pupil for the infraction of an unreasonable rule or regulation. In such cases neither the good faith of the teacher nor the moderateness of the punishment inflicted constitutes a defense to an action for damages by the aggrieved pupil, altho they are admissible in evidence for the purpose of producing the verdict of the jury (68 So. 323; 79 Ill. 567; 18 N. E. 266; 9 Am. St. Rep. 820; 17 Am. Rep. 471; 32 Am. Rep. 128; 60 Am. Rep. 709).

Adults in the School.

Since at common law the legal power of a parent over his child ceases when the child becomes 21 years of age (1 Bl. Com. 454; 2 Kent's Com. 203), it may be thought that the teacher has no power to punish an adult pupil. An opposite conclusion, however has been reached by the courts. Altho a parent obviously cannot delegate to a teacher a power over his adult child that he does not possess, the authority of a teacher to punish an adult pupil is based on the theory that, by voluntarily becoming a pupil, the adult himself has impliedly consented to the authority of the teacher over him. This was held in an Iowa case, where a girl who had reached her majority was whipped by her teacher for alleged misconduct. In this case the pupil had been admitted to the school upon a false representation as to her age; but the same conclusion *a fortiori* would have been reached if she had gained admission as an adult. "A pupil over 21 years of age," said the court, "becomes a pupil only of his own voluntary act. If he does so, and thus of his own will creates the relation of teacher and pupil, and claims privileges and advantages belonging only to those

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Serving School Lunches in a Small School

By a School Board President

There are probably available enough good and workable ideas to make of every school a model school, and in most schools there are doubtless teachers capable of applying these ideas. The trouble is that the average superintendent, and more especially the average school board, has not the courage to attempt the adaptation of these newer ideas to local conditions. "That is all right for the larger schools," we say, "but it would never work out here." When, as a matter of fact, it would if we but gave it the chance.

The story of our school lunches is a case in point. For years we had had between forty and fifty pupils (more during the colder months) who, in the school phrase, "took their dinner." These they ate, ("bolted" would in most cases be the more correct term) in two "play" rooms which were poorly equipped for play and which, as lunchrooms, offered absolutely no conveniences: there were no tables, no suitable seats, not even adequate light. The only thing the board supplied of standard quality and in sufficient quantity was drinking water.

We knew, when we stopped to think about it, that no one can do his best work on the fuel of a cold "snack" eaten in haste; we knew too that this fact is now so universally recognized that not only are the best schools finding means of providing their pupils with a warm meal at noon but many factories and department stores are doing as much for their employees, serving the meals at flat cost if not at an absolute loss, and professing to do it from no higher motive than that of self interest; yet inertia and the deep-seated conviction that such a plan could not be adapted to a school as small as ours kept us from attempting anything for these forty or fifty pupils.

Then the other day, with an encouragement consisting of a bare permission to try it out, a progressive superintendent and a progressive domestic science teacher (the former emboldened by the memory of what he had done in another school) combined to "put one over on us."

Our domestic science department, numbering but 45 pupils, is for the time being housed in a "portable" building, which is indeed an improvement over the play rooms but offers none of the conveniences of a lunchroom beyond the equipment provided for the instruction of the regular classes—and classes in sewing, it may be added, are taught in the same room.

One class of 22 pupils was deemed sufficiently advanced to undertake the serving of the lunches and these were divided into shifts of four, acting for one week each, turn about. Miss Olson freely sacrificed her noon hour as did her loyal helpers. Their lunches counted as a part of the incidental expenses and the pupils, naturally, received additional credits for the additional work done. Aside from that there was no "consideration," beyond the imponderable appreciation of the board and the community. Aside from the actual food served, the only additional expense was for the rental of dishes and table cutlery.

The first five weeks, during each of which a new group of helpers had to be "broken in," were of course the hardest for the teacher; but, by the end of the first week, she had a schedule working smoothly. The pupils began the preparation of the meal at 10:15 and by 11:45 were ready to begin serving; by 12:15 practically all the pupils had finished eating and often by 12:45 the last dishes had been washed and put away. In the beginning the planning of the meals rested, of course, almost wholly with Miss Olson but, as the work became more familiar to her helpers, they were given more and

more of the responsibility of planning and *figuring* the menus.

Luncheon was first served on a Tuesday and, for the week following, the menus were as follows: Tuesday, bread and butter sandwiches, macaroni and cheese, baked apples, chocolate; Wednesday, scalloped corn, ham sandwiches, peanut butter sandwiches, chocolate; Thursday, creamed chipped beef on toast, apple jelly, date sandwiches, cocoa; Friday, potatoes au gratin, plain muffins, apple sauce, cocoa; Monday, cheese sandwiches, fig sandwiches, custard pudding, chocolate. Beginning with serving twenty persons, the number increased by the end of the week to 42 and a day or two later the president of the board dropped in for a meal, without notice and without invitation, and was one of fifty-eight to be served. This, as it happened, was the new cafeteria's busy day, made so by permitting the infringement of one of the rules. Pupils intending to remain for luncheon are supposed to so report before 8:45 but in this case a soaking rain set in late in the forenoon and compelled many to remain who had not been able to give notice.

The unexpected increase in the number served made the inadequacy of the equipment the more apparent. There was a sufficiency of chairs but no suitable tables and a number of pupils were obliged to hold their plates in their laps; but there was a surprising absence of confusion and disorder. There was no steam table but the meal was served hot. The board member departed an enthusiastic convert to the value and workability of the new idea.

Ten cents is the charge made for the luncheon. It is collected from each pupil as he enters and the financial report of the lunchroom, made to the board at the first meeting after the inauguration of the new plan, showed that about 450 meals had been served and that the net profit was some \$15.00, or 33½% of the gross receipts. This the superintendent promptly declared was too much and promised that it should be cut down forthwith by the serving of a more liberal ration. No complaint had been registered but he felt that financial profit was a wholly subordinate matter and that to increase the quantity and variety of the food served was a better way in which to reduce profits than to cut the price of the luncheon.

This profit, considering the amount and quality of the food served, was the more remarkable since none of our supplies had been bought at wholesale, a store room being another essential to the success of the plan which our school lacked. This need, as well as that of larger cooking utensils, will, it is to be hoped, be supplied in the near future and, as the weather becomes more inclement, we shall be able to provide adequately and economically for the increasing numbers. There is a distinct advantage in starting the plan in a "dull" season, which—for a school—means while the weather is still pleasant.

One of the byproducts of the plan is that it has furnished us a means of providing for two or three under-nourished children, a few of whom (startling as it may be to the local school board) are likely to be found in every community.

Our domestic science department has of course done nothing new. Compared with what has been done in larger and more recently equipped schools it is perhaps not especially noteworthy but, considering our meager equipment—one domestic science teacher (who also teaches sewing), less than thirty pupils sufficiently advanced to serve as efficient helpers, a

total school enrollment of scarcely six hundred and the domestic science department housed in a portable building—viewed in the light of all these handicaps, we feel that what has been done is an achievement that should be to other small schools an incentive and an inspiration.

TO TABULATE SCHOOL BUILDINGS.

A Committee on the Standardization of Schoolhouse Planning Begins National Inquiry.

The Committee on the Standardization of Schoolhouse Planning and Construction of the Department of Schoolhouse Construction, N. E. A., has begun a tabulation of school buildings to show the amount, subdivision, utilization of floor areas and the costs of buildings. A chart for listing the tabulations has been prepared by Mr. Frank Irving Cooper, chairman of the committee, and is to be submitted to school architects and school authorities thruout the country. School architects are being invited especially to analyze the horizontal and cubical measurements of their buildings and to send them to the committee for inclusion in its study. The committee has prepared the following rules for tabulating the contents of buildings:

Rule 1. Area.

Ascertain the square foot area of each floor and basement of building inclusive of exterior walls.

A. If a building contains a hall, gymnasium, or any room which extends more than one story in height the square foot area of such room shall be deducted from the area of the floor or floors thru which it extends.

B. In the case of an assembly hall or gymnasium which has a balcony, the area of the balcony shall be included with the floor in which it occurs.

C. Light wells and courts are not to be included in the computation of areas.

Rule 2. Cubical Contents.

Ascertain the cubical contents of the building by multiplying the area of the first floor computed by Rule 1, by the height of the building from the underside of basement floor to the mean of the roof.

A. In buildings whose basements are not entirely excavated, the cubical contents shall only be reckoned to the average surface of the ground inside the walls.

B. When portions of the building are built to different heights, each portion is to be taken as an individual unit.

C. Projecting entrance porches are not to be included.

D. Porches or covered verandas used for school work are to be included.

Rule 3. Area and Cubical Contents of Subdivisions.

According to appended form, group each individual room, hall, corridor, etc., according to its uses.

Add to this the outside walls and interior partitions, inclusive of openings and a list of all flues, closets and any space which is unused, such as attic, etc.

On each of the above items ascertain five sets of figures:

Dimensions.

Area in square feet.

Per cent of this area on total floor of building.

Cubic contents in cubic feet.

Per cent of the entire cubic contents of building.

Rule 4. Distribution of pupils with regard to work.

State total number of pupils for which the building was planned.

State maximum number of pupils to be seated in each classroom.

State number of rooms to be devoted to general class work.

(Concluded on Page 60)

| SCHOOL BUILDING NO 1 | | | | | | PUPILS | |
|--------------------------|-----------------|------------------|-----------------|------------------|--------------|------------------|--|
| SUB-DIVISIONS | DIMENSIONS | SQUARE FEET AREA | | CUBIC FEET | | PUPILS | |
| | | % ON TOTAL AREA | % ON TOTAL CUBE | PUPILS PER ROOM | | | |
| ART DEPARTMENT | | | | | | | |
| Freehand | | 832 | 194 | 9984 | 1.59 | | |
| Mechanical | | | | | | | |
| Modelling | | | | | | | |
| CLASS ROOMS | | 7488 | 1745 | 89856 | 1436 | | |
| 9 Rooms | 26'x32' | | | | | | |
| RECITATION ROOMS | | 468 | 109 | 5616 | .89 | | |
| 1 Room | 18'x26' | | | | | | |
| STUDY ROOMS | 26'x50'-6" | 1313 | 3.06 | 15756 | 2.51 | | |
| COMMERCIAL DEPT | | 1482 | 3.45 | 17784 | 2.83 | | |
| Banking | | | | | | | |
| Bookkeeping | | | | | | | |
| Geography | | | | | | | |
| Stenography | | | | | | | |
| Typewriting | | | | | | | |
| DOMESTIC SCIENCE | | 890 | 2.07 | 10680 | 1.7 | | |
| Arts and Crafts | | | | | | | |
| Cooking | | | | | | | |
| Housekeeping | | | | | | | |
| Sewing | | | | | | | |
| FORGE SHOP | | | | | | | |
| FOUNDRY | | | | | | | |
| LABORATORIES | | | | | | | |
| Botanical | | | | | | | |
| Chemical | | 1066 | 2.48 | 12792 | 2.04 | | |
| Physical | | 825 | 1.92 | 9900 | 1.57 | | |
| Electrical | | | | | | | |
| Physiological | | | | | | | |
| LECTURE ROOM | 25'x26'-6" | 663 | 1.54 | 7956 | 1.26 | | |
| MANUAL TRAINING | 26'x32' | 832 | 1.94 | 9132 | 1.46 | | |
| Bench Work | | | | | | | |
| Metals Work | | | | | | | |
| Lathe Work | | | | | | | |
| Plumbing | | | | | | | |
| Pottery | | | | | | | |
| MUSIC ROOM | | | | | | | |
| SHOPS | | | | | | | |
| SMALL ROOMS | | 135 | .31 | 1485 | .24 | | |
| UNASSIGNED | | | | | | | |
| ADMINISTRATION | | | | | | | |
| Principal | | 423 | .89 | 5076 | .8 | | |
| Superintendent | | 268 | .62 | 3216 | .51 | | |
| Teachers | | 525 | 1.22 | 6300 | 1 | | |
| ASSEMBLY HALL | | 4590 | 10.7 | 72790 | 11.61 | | |
| BICYCLE ROOMS | | | | | | | |
| CORRIDORS | | 5832 | 13.6 | 68509 | 10.92 | | |
| ELEVATORS | | | | | | | |
| GYMNASIUM | 51'x64'-6" | 3857 | 9 | 55480 | 8.85 | | |
| HEAT & VENT ROOMS | | 1944 | 4.53 | 23900 | 3.81 | | |
| JANITORS ROOM | | | | | | | |
| LIBRARY | 17'-6" x 18'-0" | 315 | .7 | 3780 | .6 | | |
| LOCKERS - SHOWERS | | 1708 | 3.87 | 18788 | 2.98 | | |
| LUNCH ROOMS | 7'x16' | 112 | .2 | 1232 | .19 | | |
| RECREATION ROOMS | | | | | | | |
| STORE ROOMS | | 263 | .6 | 3021 | .48 | | |
| TOILETS | | 832 | 1.94 | 9152 | 1.46 | | |
| WARDROBES | | | | | | | |
| ANTE ROOMS & STAGE | | 426 | .99 | 9585 | 1.51 | | |
| FLUES | | 1950 | 4.54 | 23400 | 3.73 | | |
| INTERIOR PARTITIONS | | 1318 | 3.06 | 15542 | 2.47 | | |
| OUTSIDE WALLS | | 2155 | 5.02 | 30663 | 4.88 | | |
| UNUSED SPACE | | 372 | .86 | 45547 | 7.44 | | |
| TOTALS | | 42894 | | 626922 | | | |
| COSTS | | TOTAL | PER SQ. FOOT | PERCENT OF TOTAL | PER CU. FOOT | PERCENT OF TOTAL | |
| GENERAL CONTRACT | | | | | | | |
| Excavating | | | | | | | |
| Masonry | | | | | | | |
| Steel Construction | | | | | | | |
| Carpentry | | | | | | | |
| Sheet Metal Work | | | | | | | |
| Roofing | | | | | | | |
| Painting | | | | | | | |
| ELECTRICAL WORK | | | | | | | |
| PLUMBING | | | | | | | |
| SEWAGE DISPOSAL | | | | | | | |
| HEATING & VENTILATING | | | | | | | |
| ELEVATORS | | | | | | | |
| REFRIGERATOR | | | | | | | |
| OTHER BUILT IN EQUIPMENT | | | | | | | |
| TOTAL | | | | | | | |

THE AMERICAN School Board Journal

DEVOTED TO
Legislative and Executive School Officials
WILLIAM C. BRUCE, Editor

EDITORIAL

ON TO KANSAS CITY.

Of all the tasks that fall to the lot of the Journal's editor, none is more grateful than the annual preparation of a call for the meeting of the Department of Superintendence. For of all conventions educational and otherwise, there is none which in our observation is more purposeful or more effective; none brings together a more earnest and eager group of workers; none is more genuinely influential in shaping the administration, the curricula and the general policies of our American schools and none is more potent a force in upbuilding the schools and thru them our future generations.

The convention of 1917 will go to Kansas City, the progressive center of the Southcentral section of the Mississippi Valley. The city has a unique school system, built up by the efforts of a stalwart pioneer schoolmaster, J. M. Greenwood. More unique experiments have been successfully inaugurated in Kansas City than in any community of double its size. Visitors will be particularly impressed with its plans for industrial education, its research bureau, its health work, its seven-grade elementary courses, its schoolhouses.

But Kansas City and its schools are only the setting for the convention itself. If the word of the officers of the Department may be relied upon the program will be broad in scope and important in subject matter. Such topics as the junior high school, the reorganization of secondary education, economy of time, standard tests, rural supervision will be among the leading topics for addresses and round table discussions. The Department invariably brings out the best men for papers; in fact the choice of speakers is difficult because of the desire of the big men to take part.

The conventions of the Department of Superintendence have one characteristic that is unique. They benefit not so much the persons who attend as the school systems which these persons represent. The reason is that the good things which are brought back are usually so practical and applicable to city schools that they are readily translated into practice and incorporated into the school systems. School boards who send their superintendents are not really incurring an expense. They are rather making an investment for better administration. The members may well ask themselves whether they can afford not to send their superintendents.

A PROPOSAL FOR VOCATIONAL EDUCATION.

In its current January issue *The Industrial Arts Magazine* proposes editorially an amendment to existing compulsory education laws to the end that every child which must leave school to enter employment, may receive some vocationally valuable training. At present the elementary schools give practically no attention to the future occupations of children on the well established principle that they shall receive as broad a general education as possible. When for some economic or other reason the child leaves school at the age of 14 or 15 years he is released abruptly from all educational influence. He has had no direct preparation for the work he can find in the factory, the store or the office.

So that the school may know definitely what children will leave and may concentrate for a

brief time upon some vocationally valuable instruction for them the magazine proposes the following:

"No person under the age of 16 subject to compulsory school attendance laws shall leave school to enter employment unless he has at least six months previously, given notice of such intention to the Superintendent of Schools or the Board of Education. During the six months following such notice, the school shall provide such courses and instruction as will give the best possible preparation within the limitations of time and facilities at hand for entrance into some form of profitable employment; and shall endeavor to assist persons receiving such preparation to find suitable employment."

The measure does not provide for raising the compulsory age limit, nor does it involve the establishment of special trade schools. It simply places upon the child and its parents the duty of notifying the school of the intention to leave and of giving some consideration to the question of the life work which the child hopes to take up. On its part the school is required to face the situation that the child will leave and that it must give him all such practical work as will best fit him for a profitable occupation.

If, the Magazine suggests, the school did no more than to hold the minor for this period during which his aptitudes are studied by the school authorities, the various occupations are studied by the pupil, and opportunities for entrance into employment investigated by both the school and the pupil, the school would have rendered an invaluable service.

The proposal deserves serious consideration especially at this time when legislation for vocational education will be uppermost in the deliberations of state legislatures.

SUCCESS IN SCHOOL BUILDING.

A California architect in writing about the new San Francisco City Hall speaks of it as a great civic achievement because:

"It was built within the time, barring strikes; it was built within the appropriation and, what is more, it was built without any scandal and without any graft."

Whatever faults school boards may have it is to their credit that the above commendatory statement can be applied to the vast majority of schoolhouses which are erected each year, and which involve an annual expenditure of some twenty-five millions of dollars. It is rare indeed that a schoolhouse is not built within the time limit; it is rare that appropriations are exceeded, and scandals and graft are practically unknown so far as the school board members and the architects are concerned.

New York City is, in this respect, a model and its architect, Mr. C. B. J. Snyder, has been at the head of the building department for more than 25 years, has spent several millions yearly without the least breath of suspicion or scandal. To mention Mr. Snyder to contractors or to his associates in the profession is to raise the inevitable comment that he is one of the 'squarest' men in the architectural profession and that his contracts are let and the work which he has in his charge is performed without fear or favor, solely in the interest of the New York City Education Department.

What may be said of Mr. Snyder in New York City may be applied in a smaller way to practically every official school architect and every school building committee in the country. Such difficulties as arise in the construction of schoolhouses are generally the result of a lack of information or of unwise planning. They are mistakes that are not due in any way to dishonesty or to improper motives, but rather to inefficiency.

The record of American school boards in the

construction of buildings is unequalled by any other public departments. It is rare to find that school boards will take any undue credit to themselves for their building. The common comment is that the absence of delay, extravagance and graft in schoolhouse building is a matter of course due simply to attention to duty and nothing more.

TEACHERS AND THE COST OF LIVING.

The inflation of prices due to the European War has not left school boards unaffected. Not only have prices risen for all commodities which the schools use but it is likely that salaries of teachers and janitors must be increased in the immediate future. The teachers present the very sensible argument that they are obliged to request higher compensation because the buying power of their past and present salaries has fallen from ten to twenty-five per cent, and they have in effect suffered a reduction in income. They point to the wage increases which are being made in the trades and unskilled or semi-skilled occupations. In all the reports which have come to us from all sections of the country the appeals to school boards are reasonable in terms and tempered in tone. Self preservation, the maintenance of professional efficiency and the welfare of the schools are the potent arguments which are being submitted.

School boards may well give a willing ear to the appeals of the teachers and stretch several points in increasing their budgets and in turn the school tax rate. After all the teacher is the school and when he is adequately compensated and content, the schools will flourish. The time is not one for delay and procrastination or for parleying with the taxpayer. School boards should act and act promptly.

WORTH THINKING ABOUT.

Dr. Calvin N. Kendall in his *Meditations of a School Board Member* writes:

"I realize that the most important factor in any school is the teacher, hence I will use every effort to have good teachers in all schools. I will not be satisfied with a teacher whom nobody else wants, just as I would not be satisfied with a horse or a machine that nobody else wanted. Even if I myself were willing to accept a poor teacher it would be a wrong to the children for whom I am trustee. I am bound by every consideration to give them the best that the district can afford.

"I believe that the best teachers are more economical at any price than the unprepared, incapable or perhaps indifferent teachers at a minimum outlay. I believe it my duty at all times to do my utmost to see that well qualified teachers are employed."

Attention to just this one point in school administration will insure good schools in any community. Add to it a similar belief—translated into practice—that the teacher should have the material helps which he requires to be efficient and no community will complain that its schools are not "up to grade."

THE BUFFALO SCHOOL BOARD.

Few educational bodies have harder sledding than the Buffalo board of education has had in its brief existence of less than a year. Reduced to the simplest terms the trouble in Buffalo is the unwillingness of the city council to consider the schools more than a city department and the school board more than a minor commission whose authority must be strictly circumscribed and whose acts must be severely repressed when they exhibit any degree of independent thinking.

The city of Buffalo will never enjoy the benefits of a progressive, and comprehensively efficient school administration so long as the school board is not absolutely divorced from the city council. The entire community must under-

stand that the schools are a department of the state and that the board of education is the local representative of the state, that the jurisdiction of the board is absolute and supreme and the only common interest between it and the city government is the common duty of the welfare of the children. Only on such a basis will there be durable peace and mutual co-operation.

VILLAGE SCHOOL SANITATION.

A sanitary survey of the schools in a large city in the North Central states disclosed the existence of twenty odd outdoor closets connected with schoolhouses. We are positive from experience that similar makeshifts can be found in every small city and village to the discredit of the school boards.

Sanitary disposal of sewage is one of the prime requisites of a school plant that deserves consideration above any fine architecture or elaborate equipment. Makeshifts like those mentioned are nothing short of criminal. They are a continual menace to the good health of the children and are at all times a detriment to the educational welfare of the young generation. They are no less a danger to the whole community for they are the prolific causes of typhoid and other water-borne germ diseases.

The absolute prohibition of outside toilets for all but one-room country schools is a measure which the health authorities may enact and enforce with sense of absolute necessity.

PROGRESS IN THE ST. PAUL SCHOOLS.

What an energetic superintendent of schools may do within a very short space of time when he has the active co-operation of the lay authorities is illustrated by recent happenings in St. Paul. Supt. E. C. Hartwell has inaugurated more reforms during a period of six months than have been thought possible during the past five years, by actively undertaking to set right some of the glaringly apparent defects in the school system. In his work he has had not only the active co-operation and the consistent and intelligent support of the Commissioner of Education, Mr. Albert Wunderlich, but he has also won the help and support of the teaching body and of the general public.

Since the first of July the following has been accomplished:

1. The city normal school which formerly trained nearly all of the teachers and which successfully excluded practically all outside teachers, has been discontinued. The burden of training teachers has been thus shifted to the state, where it properly belongs, and the evil of in-breeding has been removed.
2. A practical system of penmanship has been introduced and the teachers have been required to qualify themselves to teach that system.
3. The fundamental subjects which have received no supervision for a period of years are now supplied with a limited amount which borders on a horizontal plan. The respective supervisors are responsible for grades rather than for subjects.
4. The high school day has been lengthened to eight periods to allow an extension of the high school courses.
5. A series of standard tests similar to those employed in a number of recent surveys have been prepared and sent out monthly from the office of the superintendent. A competent man has been employed to arrange the tests, to tabulate and to interpret the results.
6. The grade buildings have been opened at 8:30 each morning. They were formerly opened at 8:55.
7. The administrative machinery of the schools has been thoroly reorganized so that routine matters are handled with a minimum of

red tape and a maximum of dispatch. For example, requests for equipment and supplies or for the assignment of teachers, received prompt and efficient attention.

8. A plan has been worked out to have all special subjects taught by special teachers. The plan has been matured and will be placed in operation in September, 1917.

9. Plans have been made for reorganizing the distribution of pupils on the basis of one section in each classroom above the primary grade.

10. A scientific canvass of the best textbooks on the market is being made for the adoption of new books in the fundamental subjects in the elementary grades.

Anyone who has followed the situation in St. Paul during the past few years and who understands the reactionary forces at work in the school system, will appreciate the wonderful progress which Mr. Hartwell has made in bringing about the reforms enumerated above. St. Paul has been at all times a conservative city and the troubles of its school administration have been noted for their violence. Politics has always played an important part in the management of the schools. During the past two or three years there has been, however, a revolution similar to that which forced out the old city administration and replaced it with the present commission. The present reorganization of the schools under Mr. Hartwell is in line with the general change in the spirit of the city and gives promise for a bright day in the history of the St. Paul school system. The newspapers, the business interests of the city, the great mass of teachers, as well as the public in general are behind Mr. Hartwell. Best of all, he has the intelligent support of the lay director of the school system, Mr. Albert Wunderlich, Commissioner of Education.

FREE BOOK ABUSES.

Of the abuses which have arisen from competitive selling to the schools that of the free book is the most persistent and obnoxious. The custom of giving samples to teachers and superintendents has arisen, on the one hand, from the anxiety of publishers to win favor for their texts, and on the other, from the desire of the educators to get something for nothing, to fill their libraries without cost, or even to dishonestly obtain books which will be resold. The free sampling of textbooks to the extent to which the practice has spread, has been a heavy burden upon the publishers and has been one of the causes which has made the selling cost of books so high.

Parallel with, and as costly as, the sample

abuse has been the custom of school boards to include in all textbook adoptions a clause requiring the publishers to furnish free of charge, desk and office copies for each teacher and principal. The motive of school boards has been one of economy and has involved the unfair supposition that the publishers should be willing to forego some of their profit for the sake of securing a given adoption.

Quite a contrast to the average school board's attitude is the action of the Joliet (Ill.) Township Board of Education which has adopted the following resolution:

"Resolved, That, inasmuch as we wish to keep abreast of current movements and procedure, in the light reflected from our immediate environments, the board of education shall henceforth purchase all desk copies needed by teachers, and that such books shall remain the property of the school and be in the charge of the librarian of the school."

It has always appeared to us that what is worth having is worth paying for. The schools are not a charity but a necessary department of the state government, and as such they are, and should be, able to pay for what they need. School boards certainly pay for new buildings, for necessary furniture, for equipment, and for professional services. Why not pay for the books which the teacher uses? Books certainly have a much closer and immediate bearing upon the educational efficiency of the children than any of the other material elements of the schools.

Just at the present time the publishers of the country are not earning a legitimate profit on their sales to the schools. Many are simply "turning over dollars" and some are losing money each month. The time is particularly opportune for publishers and school boards to put a stop to free book abuses.

The prosperous condition of American industries during the past year is reflected in a lamentable manner in the falling off of attendance at night school in the leading industrial and commercial cities. In Philadelphia, for example a decrease of 35 per cent is reported in the elementary night classes and in other cities smaller but no less significant failures are recorded. The cause as established by careful inquiries is the plentiful opportunity of employment, the common practice of manufacturers to require overtime work and the general prosperity of workers which causes them to seek more recreation and to become more careless of self improvement. In smaller cities there has been no such falling off. Here the campaign of the United States Bureau of Education for Americanization classes has borne good fruit.

Mr. Jacob Loeb has been re-elected president of the Chicago board of education so that the city is promised another year of warfare between the majority in the board and the teachers' federation. Mr. Loeb's administrative program as set forth in his inaugural, promises a new merit system which will obviate the possibility of a repetition of wholesale discharges.

"Pay more money and get men teachers—that is what the school of today needs to increase its efficiency. The women teachers in the public schools today are spoiling our boys, not thru any fault in the teaching, but because the boys do not believe what the teachers tell them. Men teachers would give the boys first hand advice and their influence would tend to develop them with manly ideas instead of weak feminine habits. Of course the reason we cannot obtain men now is because our cities will not pay men's salaries and they enter business life instead."—William McAndrew, New York.



For Shame!

—Columbus, O., Dispatch.

A TYPE OF THE NEW RURAL SCHOOL.

The little red schoolhouse is going. It will remain only in localities where transportation of pupils is impossible. The consolidated school with free transportation is fast taking the place of the one-room schools.

It is possible, of course, to have a good school in a one-room building with a mere handful of children, when the teacher is in hearty sympathy with rural life and needs, and is big and broad enough to keep out of ruts but the social center idea in rural education is such a sensible, practical, helpful one that it should be put into practice whenever and wherever it is possible. In this day of rural mail delivery, farmers' telephones, rapid transit, and unprecedented general progress, the one-room school is the center of too small a sphere to answer the purpose of present-day notions of community center activities.

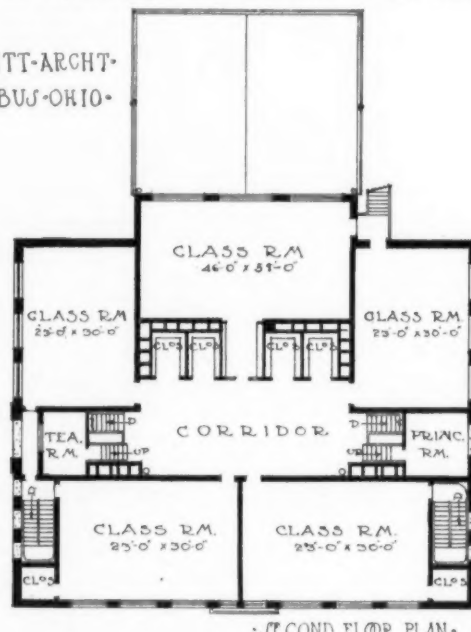
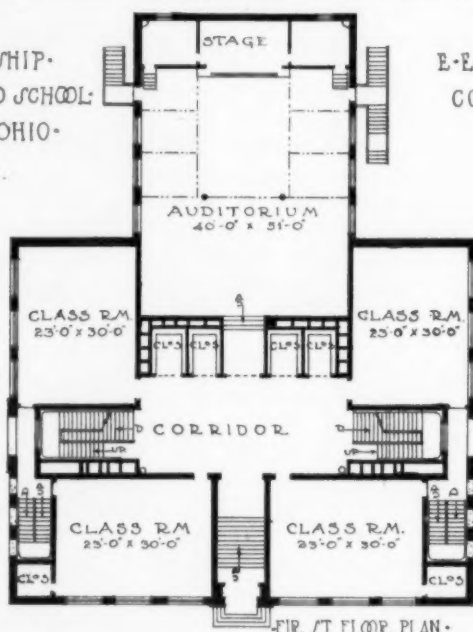
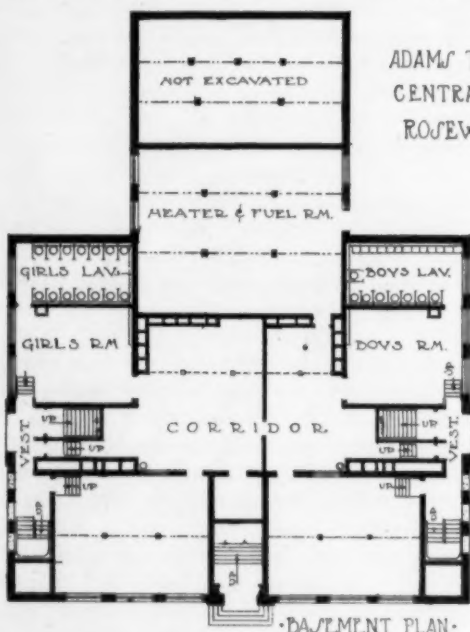
In order to give the reader a clear idea of the importance of the new type of school, the Adams Township Centralized School, located at Rosewood, O., a small, unincorporated village of about 150 people is here illustrated and described. This is a typical centralized school and one of the largest in Ohio. It is a strictly rural school. In 1911, the people of this township reached the conclusion that a consolidated



ADAMS TOWNSHIP CENTRALIZED SCHOOL, ROSEWOOD, O.
E. E. Pruitt, Architect, Columbus, O.

The schoolhouse is a modern two-story brick building containing nine classrooms, a manual training room, a domestic science room, an auditorium, an office, a rest room, four play-

of brick. The minor partitions, the joists and floors are of wood, and the roof is tile. The stairway and exit facilities are unusually ample as required by the strict letter of the Ohio law.



school would better meet modern conditions and better fit the children for the more complex life of today than the old sub-district plan, and consequently a new building was erected in 1914-15 with capacity for handling all the pupils of the township.

rooms, boiler and fuel rooms, toilets and service rooms. The type of construction is termed "composite" under the Ohio building code, but would be called "mill construction" in other states. The basement walls are of stone and the upper walls as well as the chief partitions, are

The unique feature is the enclosure of the fire escapes which give direct exits from each of the classrooms.

The heating and ventilating system is a so-called split system and is so arranged that fresh, warm air is delivered into each classroom at the rate of 30 cubic feet per child, per minute. Auxiliary heating is provided by means of radiators which are adequate to keep the building warm without the ventilating system when the classes are not in session.

The building is supplied thruout with running water obtained from a driven well and forced thru the supply pipes by means of a pressure pump and tank in the basement. The plumbing is of the best school type and includes sanitary drinking fountains in each of the corridors. The sewage is disposed of by means of a cesspool and disposal field built in accordance with the Ohio sanitary code.

At present there are more than three hundred children enrolled in the school. Six classrooms are used for the grades and three are used for the high school. The building has a total pupil capacity of four hundred in the nine classrooms.

Including architects' fees, the building cost \$28,000. This is approximately \$89 per pupil on the present enrollment of three hundred. The cubic contents are 361,000 cubic feet, and the cost on this basis is 7 1/2 cents per cubic foot.



FRONT AND SIDE OF THE ADAMS TOWNSHIP CENTRALIZED SCHOOL, SHOWING FIRE ESCAPE.
E. E. Pruitt, Architect, Columbus, O.

Nearly 250 of the pupils are transported to the school in thirteen wagons at an expense of a little more than 11 cents a day per pupil. The wagons used are owned by the district, and the men who drive the teams are employed under a bonded contract to convey all pupils on their respective routes promptly and carefully, and to enforce such rules as the board of education sees fit to require.

As a community center, this school has made itself indispensable. The auditorium is the people's schoolroom. Here lecture courses, farmers' institutes and extension schools, special lectures on community problems, political meetings, literary programs, debates, memorial services, community welfare programs, and, in fact, any kind of program that will make life more interesting and the citizens of greater service, are given.

Every Wednesday morning the entire school repairs to the auditorium where special morning services are held. This program is usually attended by many patrons of the school.

An event which is looked forward to with pleasurable anticipation by all the people of the community is the annual contest given by the two high school literary societies. These societies, unlike most of the high school organizations, are permanent, and unlike most others, their names are American. One is the Irving and the other is the Franklin, and "once an Irving, always an Irving," "once a Franklin, always a Franklin," are expressions frequently heard among those who are, or have been students in the high school. This serves as a strong bond of relationship between the school and those who have graduated, or have for any reason been compelled to leave school.

Another event which helps very much in uniting the school and the community is an annual exhibit of all the different kinds of work carried on in the school. This is not an exhibit of the "best work of a few of the strongest pupils," but the best work of all the different pupils. This exhibit is also taken to the County Fair where the school has carried off many dollars in premium money.

When there seems to be a scarcity of entertainment and things grow dull in the community which the school serves, a welfare program is arranged. The welfare programs, as a rule, discuss live topics of common interest and include not only set speeches, but also informal discussions and music. These community gatherings are well attended and are considered very helpful.

The Rosewood School is a standard school of
(Concluded on Page 56)



AUDITORIUM, HOT SPRINGS HIGH SCHOOL.
Sanguinet & Staats, Architects, Ft. Worth, Texas.

THE HOT SPRINGS HIGH SCHOOL.

The Hot Springs High School is one of the completest in the Southwest. The building is three stories and basement in height, with a sub-basement in the rear for the mechanical equipment. It is a reinforced concrete structure, absolutely fireproof. The exterior is faced with an impervious brick and is trimmed with terra cotta.

The ground floor of the building contains the domestic science and manual training departments. The former includes a cooking laboratory and the school lunchroom, with its kitchen, pantry, etc. A carpentry shop and drafting room and a large machine shop comprise the manual training department.

The first floor contains four large session rooms, five recitation rooms, the administration offices, retiring rooms, and the main floor of the auditorium.

The second floor accommodates six standard recitation rooms, four session rooms, and gives admission to the gallery of the auditorium.

The laboratories for chemistry and biology and physics, together with lecture rooms, are grouped on the third floor. On the same floor there are also art and music rooms and rooms for the commercial department. The main floor

of the gymnasium is entered from the third floor.

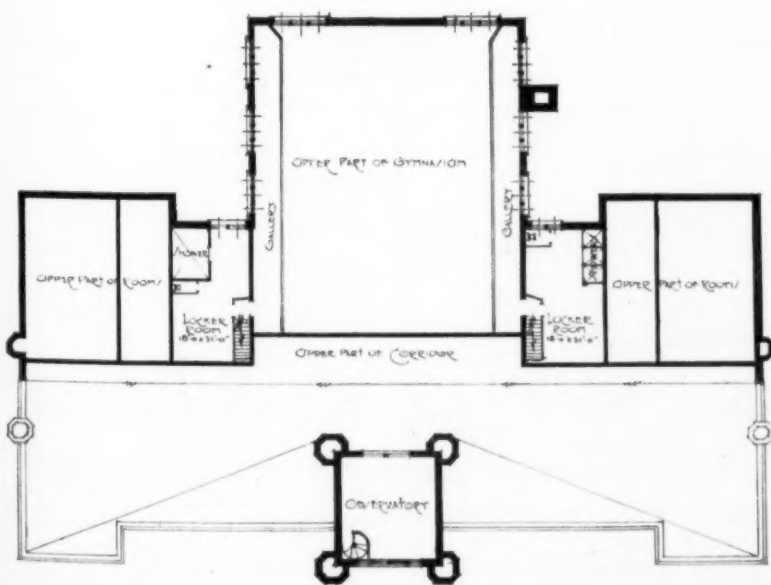
The auditorium on the first floor is splendidly finished like a small theatre. It has a total seating capacity of 1,200 on its main floor and balcony.

The building is finished in the best materials thruout in strict conformity with most recent developments in school hygiene and sanitation. The heating and ventilating system is a Van Auken split system arranged to furnish thirty cubic feet of air per minute for every pupil in each classroom. Supplemented radiation is provided for periods when the school is not in session. The ventilating system is equipped with air washers, and the temperature and humidity are automatically controlled.

The administrative equipment includes a program clock, automatically regulated, and an inter-communicating telephone system.

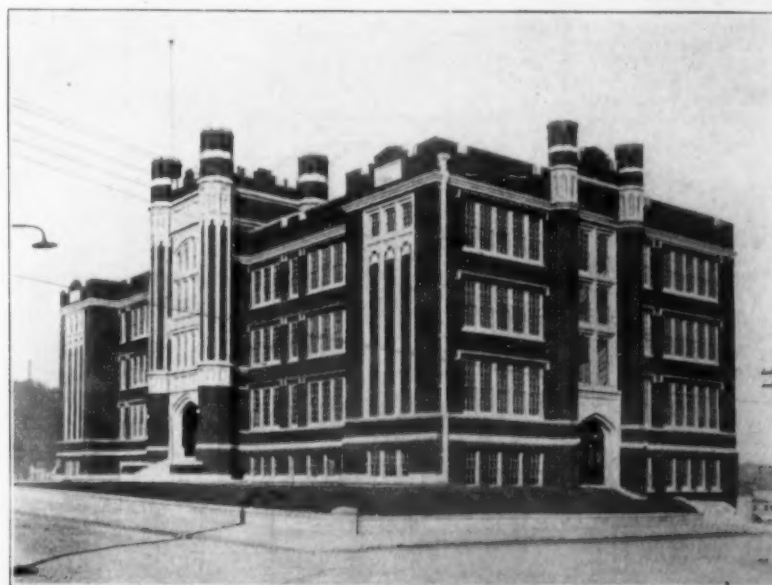
The building complete, with all mechanical equipment, cost \$182,309. The total pupil capacity is 800, and the cost per pupil is \$228.75. Figured on the cubage the cost is 16.8 cents per cubic foot.

The architects were Messrs. Sanguinet & Staats, who have built a considerable number of schoolhouses in Texas and thruout the Southwest.

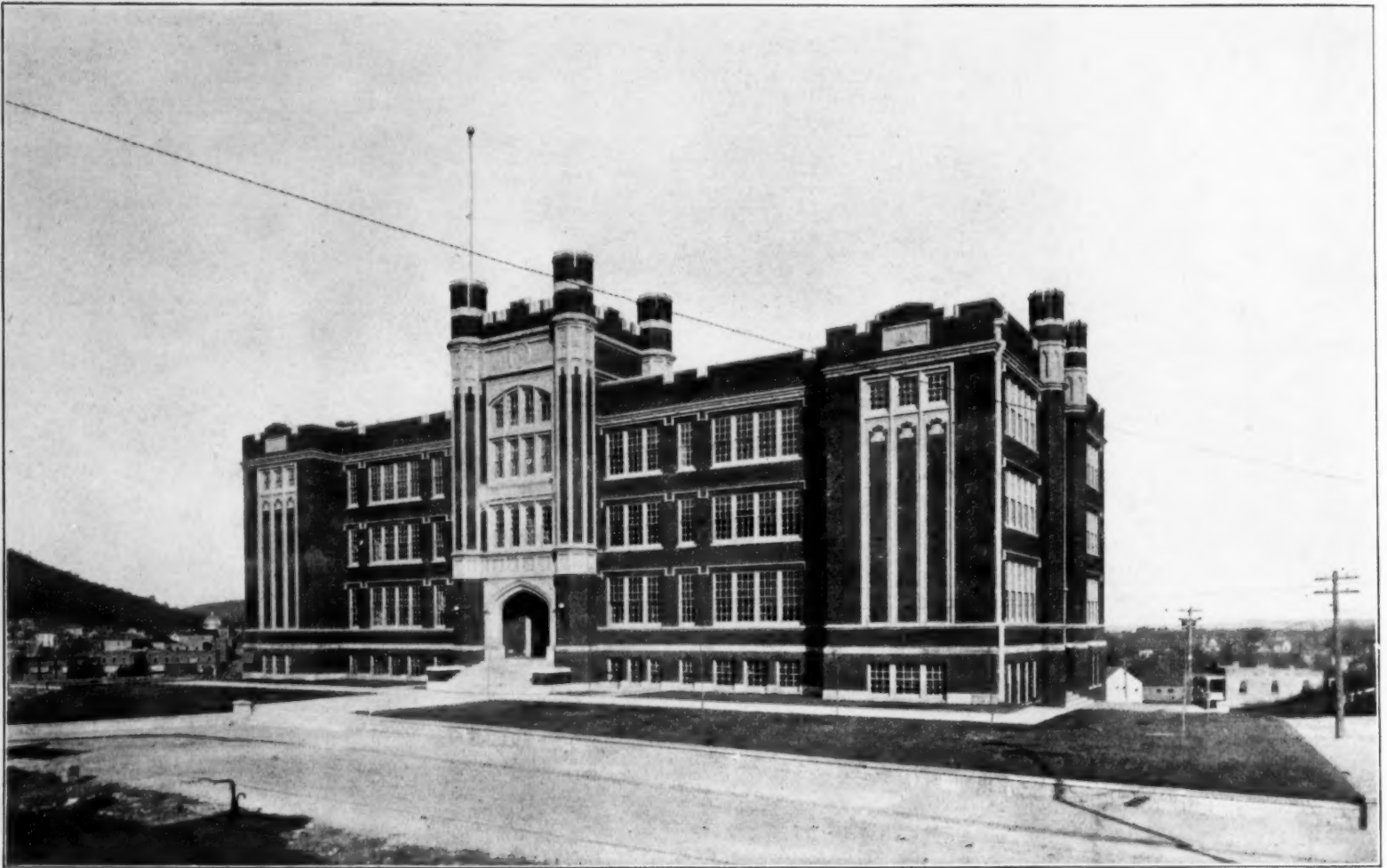


Upper Gymnasium and Roof Plan.

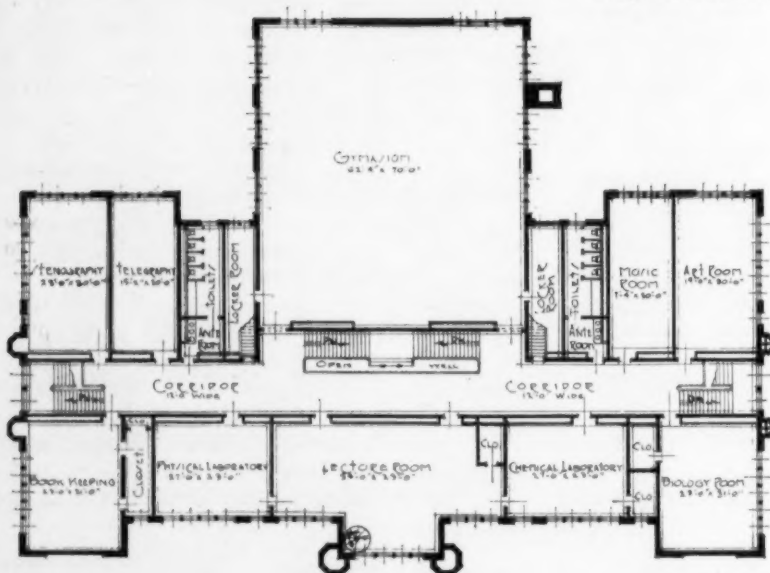
NEW HIGH SCHOOL, HOT SPRINGS, ARK.
Sanguinet & Staats, Architects, Ft. Worth, Texas.



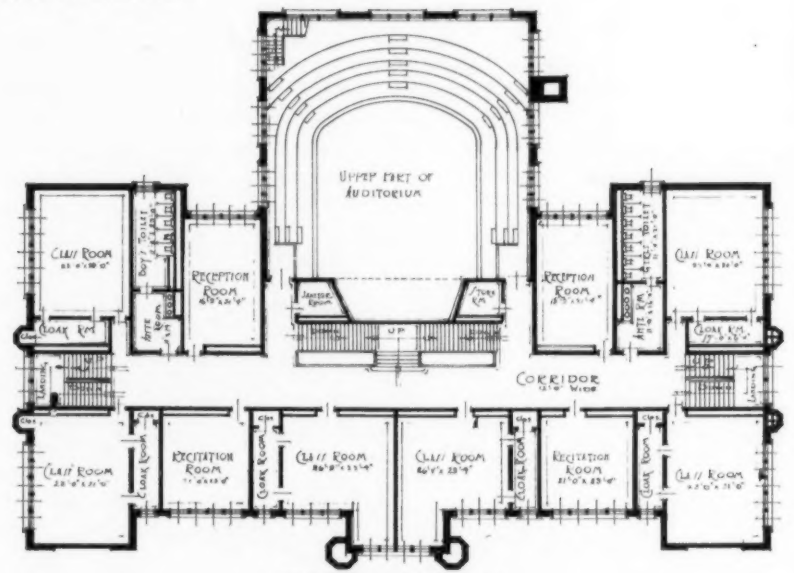
Side View.



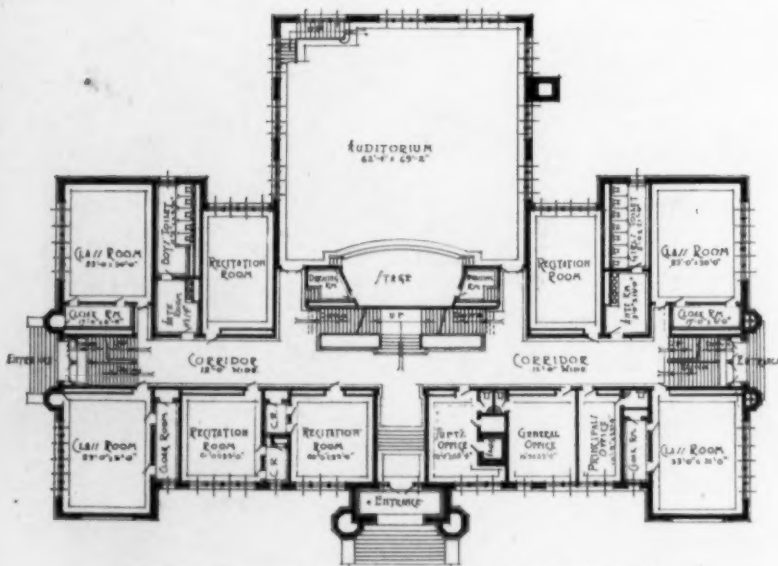
NEW HIGH SCHOOL BUILDING, HOT SPRINGS, ARK.
Sanguinet & Staats, Architects, Fort Worth, Texas.



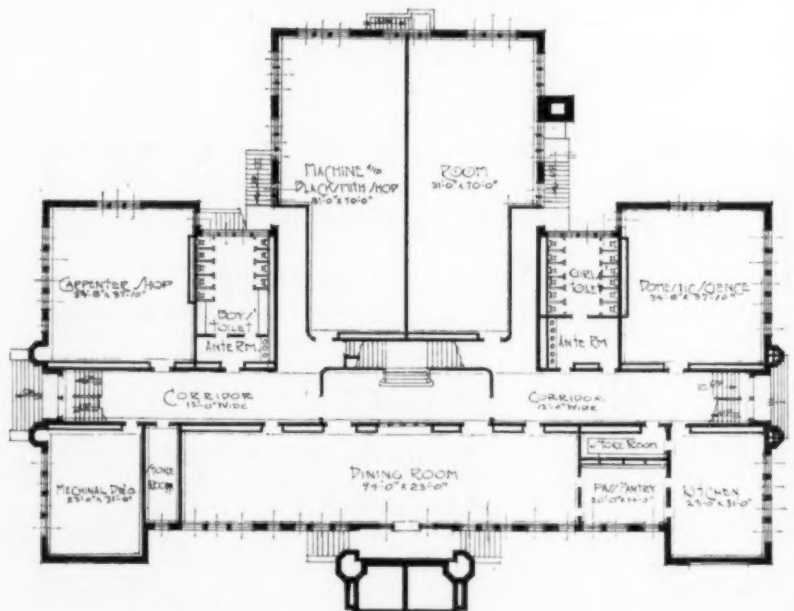
THIRD FLOOR PLAN.



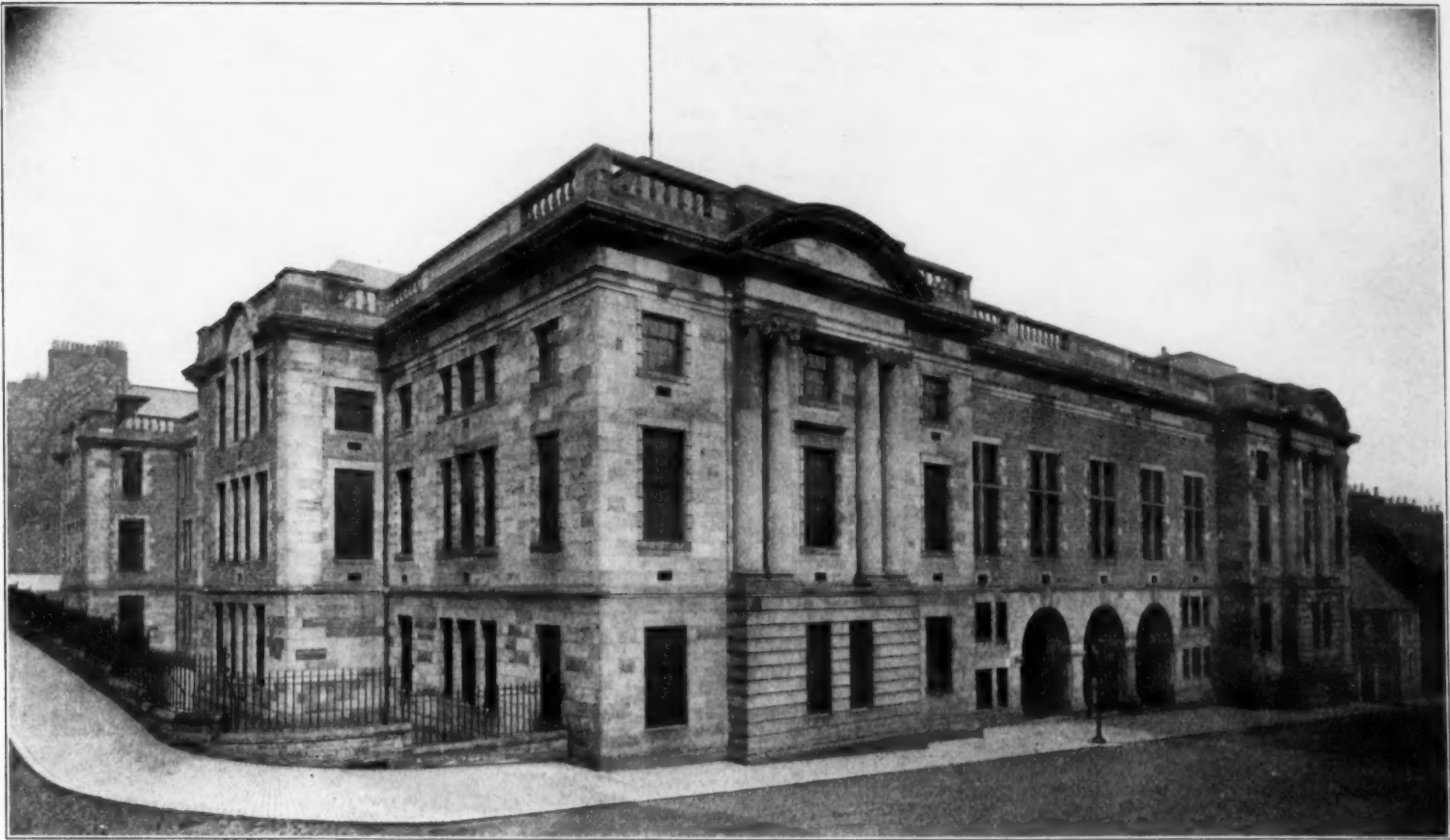
SECOND FLOOR PLAN.



FIRST FLOOR PLAN, HOT SPRINGS HIGH SCHOOL.



BASEMENT PLAN, HOT SPRINGS HIGH SCHOOL.



FRONT VIEW, EDINBURGH PROVINCIAL TRAINING SCHOOL FOR TEACHERS.
A. K. Robertson, Architect.

RECENT SECONDARY AND TRAINING SCHOOLS IN ENGLAND.

John Y. Dunlop, Craighead, Tollcross, Scotland.

The planning and treatment of Ilkeston Secondary School is an entirely new departure from the commonly accepted idea which has hitherto governed school plans in England.

The building is a quadrangle with a cloister all around it on the inside, and in the center is the assembly hall which is octagonal in plan and has covered passages leading to it on the front and back. Around the quadrangle are ten classrooms accommodating from twenty to thirty students each, with total accommodations for 252 children. In addition to this there are also a cookery, art room, manual room and science laboratory, together with cloak rooms, lavatories and sanitary conveniences.

These classrooms are provided at the rate of

eight for every one hundred pupils. Each room is designed to take single desks. A passage of eighteen inches is arranged between the rows of desks, and between the desks and the wall a space of twelve inches is allowed. In England the dimension taken up by a desk is three feet by two feet. The dimension of a classroom provides a floor space of from sixteen to eighteen square feet per child but in no case is the floor area less than sixteen square feet per child.

In this school the proportions of the classrooms are such as to provide a good arrangement for the desks, and the height of each classroom, which has a flat ceiling, is fifteen feet.

The windows are provided in the two opposite walls the bulk of the light being from the pupils' left hand. The height of the windows is such as to reach nearly to the ceiling. The windows are not more than three feet six inches above

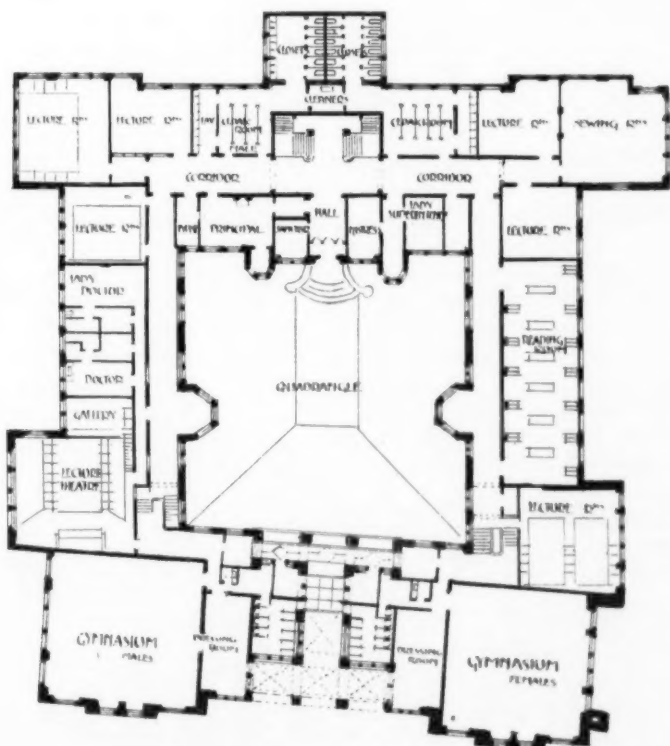
the floor. Clear glass is used for the glazing of the windows.

The advantage of the arrangement of the windows in each teaching room is that cross ventilation can be obtained. So far as our present knowledge of ventilation goes cross ventilation is the most economical, the simplest and the best means of providing fresh air.

Each window is provided with protected hoppers at the bottom and side lights above. The hoppers are so arranged that the air is bound to travel upwards and diffuse before reaching the room thus avoiding unpleasant draughts.

To ensure the requisite amount of warmth low pressure hot water heating is installed and each room is provided with not less than 30 square feet of heating surface to every 1,000 cubic feet of contents.

Low pressure hot water heating is the only



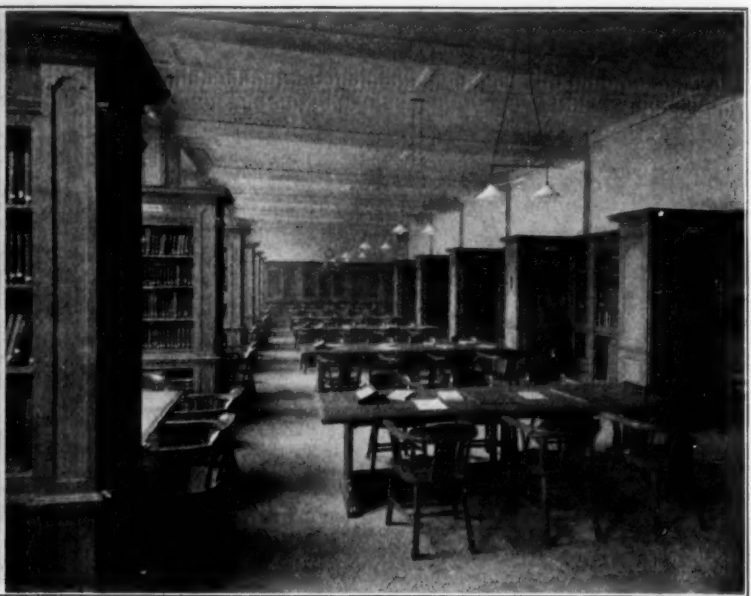
GROUND FLOOR PLAN



FIRST FLOOR PLAN



QUADRANGLE ENTRANCE.



INTERIOR OF LIBRARY.

system which is looked upon with utter satisfaction by the Board of Education in England and in the last set of building regulation for schools the Board has not been backward in making that known to school architects.

The treatment of the classrooms is quite simple in character. The floor is level thruout; the walls have wood framing and the panels within are of plaster. The floor is of wood block laid on bituminous mastic on concrete. Each classroom is provided with a recessed cupboard in the thickness of the wall. Wall blackboards are also provided and each classroom has a fireplace.

The cookery room shown in the plan has an allowance of 30 square feet of clear floor space for each pupil under instruction at any one time. In addition to this space five square feet per head are allowed for fixed tables and apparatus. The cookery tables and furniture are intentionally quite plain and the arrangement of the room is such that smells from cooking will not penetrate into other parts of the school. A well ventilated larder and pantry are provided. There are two cooking ranges. Two sinks three feet long with drain boards and hot and cold water laid in are placed in full view of the teacher and pupils. In every sense the cookery room has been made the same as a kitchen in a private house so that the training of the pupils will be almost under the same conditions as at home.

In the art room the floor space is 30 square feet per pupil and the room is lighted from the north by three large windows almost merging into one.

The room is provided with two store rooms and is fitted up with a show cupboard at the one end and is supplied with special unit drawing tables and stools.

In the woodwork shop the walls are left unplastered and are merely whitewashed so as to make it like a workshop. The floor space is slightly over 900 square feet and there is a clear space of three feet, six inches, round the benches. Ample provision for blackboard teaching is allowed.

In the science room everything has been kept on the simplest lines. Along the outer wall a bench is placed for advanced pupils under which are placed cupboards.

The five sinks are drained into a main waste pipe and brought along to one end of the room where it is taken outside. The center tables which have also two sinks are open underneath. In two corners of the room are the fume closets, and the balance shelf is arranged along the south end.

In the planning of the laboratory the space allowed for each pupil is 3 feet, 6 inches by 2 feet, 3 inches. Double benches are 4 feet wide and passage where pupils work back to back 4 feet wide, others are not less than 3 feet.

At the end of the room next the preparation room is the demonstration table which is raised

above the floor level. A sink with gas and water is laid in and all the pipes are accessible. The assembly hall which is also to be used for physical drill in wet weather is arranged with doors on six sides so that when open the pupils will be practically in the open air.

The conveniences are connected to the main building but suitably isolated and with privacy of access. Each closet is 2 feet, 6 inches, wide and is fully lighted and ventilated. The walls are in hard enameled brick and each toilet fitted with flushing apparatus.

In the architectural treatment of the build-

ing no style has been followed and there is an entire absence of mouldings and ornament. All around the building there is a deep plinth of red and brindled brick and above this is plain, rough cast, whitened cement. The roofs of the building are flat, reinforced concrete, covered with asphalt laid on in two thicknesses. The cloister is of wood covered with felt and asphalt. The roof of the assembly hall is dome shaped and is built of reinforced concrete.

While the building is kept perfectly plain and free from mouldings and carving and the like

(Continued on Page 58)

NEW RICHMOND PLAN OF GRADE PROMOTION

P. F. Neverman, Superintendent of Schools.

The plan of grade promotion which was introduced in New Richmond, Wisconsin, this year is based on the following facts:

1. That the average child, as well as the exceptional child, can do the work of the grades in less than eight years.

2. That the slow child could do the work in eight years if he received individual help enough during his course.

3. That association in classes of the average, exceptional, and slow students was harmful to all.

4. That all children should be together during the first grade.

5. That all should do all the work called for in the course of study.

6. That the plan should give numerous opportunities for transition from one group to another as all children do not "find" themselves at the same time.

7. That the plan should not increase the present grade cost per pupil.

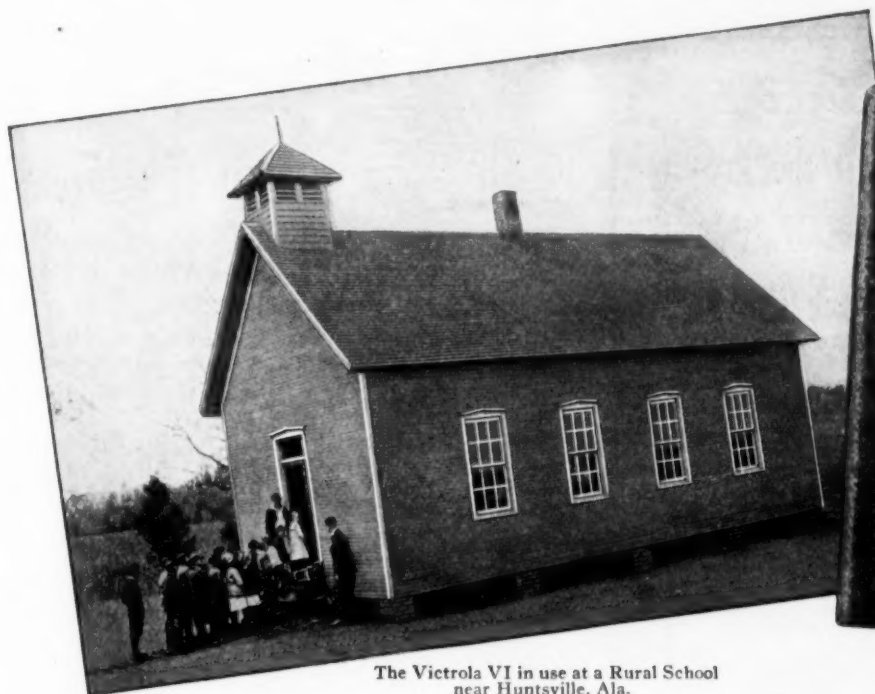
When the children enter our first grade we treat them as a group in which all individuals are equal in ability. As time passes they are separated into A and B sections. These sections are adjusted and readjusted thruout the entire year until promotion time. At this time a careful list is made of all the children who have been especially apt, who have been the most regular in attendance and hence have missed but little of the work, and those who are physically well, and they are promoted to the 2A class. The rest in the first grade whose work merits promotion are sent into the 2B class for the following year.

In the second grade the regular work is started in both sections. The A section will do 1½ years' work during the second year, while the B section will do only the regular year's work. If during the year children in the B section show ability greater than their record in the

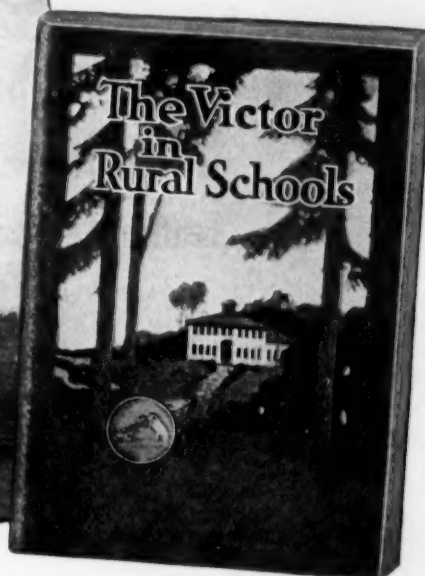
first grade would indicate they will be put in the A section. If at the end of the second year children should fail in the A section instead of remaining in the second grade they would be promoted to the 3B class. The children from the 2A class will be promoted to the 3A class and the 2B's to the 3B class. The 3A's will do another 1½ years' work, and the 3B's the regular third grade work. The same opportunity is found here for transition from one section to the other and the failures will be handled as in the second grade. At the end of the third year promotions will be made to the 4A and 4B sections. The A's are scheduled for another 1½ years' work, and the B's for the regular work of the grade. At the close of this year the A's will have completed the work of the first five grades and the B's that of the first four grades. At promotion time the A's will go into the junior high school and the B's into the fifth grade. The fifth grade teacher will have only this one section and will thereby be enabled to give these children longer class periods and the best kind of individual teaching. This is just the kind of help that these people need at this time and will do much to give them the proper foundation for the later work.

Our junior high school comprises grades 6, 7, and 8. We could not make the 3-3 division which is most generally used on account of the large percentage of non-residents we receive into our high school each year. In our junior high school the work is so arranged that all can work according to individual capacity.

In our plan of grade promotion the slow child is not discouraged by being in the same classes with the faster children, and the fast child is not encouraged to shirk on account of being with slower children. Each child is enabled to work to the best of his ability with the incentive always clearly before him.



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Teachers may obtain a copy of this valuable booklet free at any Victor dealer's; or a copy will be sent upon application to the

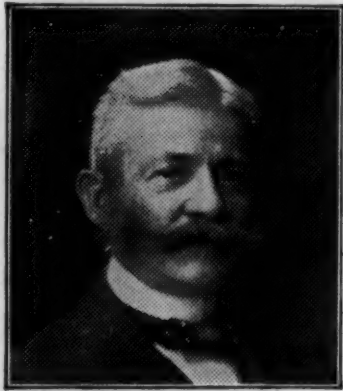


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For Busy Superintendents

A CRITICISM OF OFFICIAL PUBLICATIONS.

The most prominent paper in its important field—the Engineering Record — recently discussed in an editorial, a pamphlet published for use in the Illinois schools. It said:

Elsewhere in these columns is comment on the good-roads pamphlet issued by one of the motor-truck companies. In striking contrast with the attractive way in which that pamphlet has been prepared is a booklet entitled "Good Roads Bulletin for Illinois Public Schools," which the state superintendent of public instruction of that state is distributing. It contains good material—articles with the following titles: Good Roads and Good Schools, Pertinent Points about Roads, Construction and Maintenance of Earth Roads, and Roadside Improvement. Unfortunately, however, those who prepared the booklet typographically did not have a keen appreciation of the methods of presenting printed matter effectively. The type is small, the illustrations few, giving an impression of heaviness that will repel the pupil. It would have cost but little more to have presented the material in most attractive form. To use the language of business, the object of the pamphlet is to "sell" the good-roads idea to the pupils of the schools of Illinois. Selling and advertising methods and standards should, therefore, have been in mind. Moreover, the desired effect would have been produced without lessening the technical excellence of the material presented.

This criticism may be applied to many reports published by school boards and superintendents. In their desire to produce a pamphlet or a report that will be scientifically correct in its pedagogical and administrative aspects, school authori-

ties overlook the effect of the finished document on its readers. They forget that others, particularly citizens and members of school boards, are not as interested in a particular problem as they are themselves. They do not appreciate the value of those important psychological aspects of printed matter which advertisers understand so thoroughly and apply so well.

Examples of the efficiency of well illustrated and neatly printed reports are the widely read annuals of Winnebago County, Illinois, which Mr. O. J. Kern issued, the reports of Supt. F. E. Spaulding, formerly of Newton, Mass., and the arbor day annuals of New York and Wisconsin. These documents are effective primarily because of the splendid use of artistic illustrations and type. In no case are there exceptionally startling educational theories or administrative methods.

It is difficult to understand why educators have not evolved more attractive professional literature when they have had such splendid examples of bookmaking constantly before them in the ordinary textbooks of the classroom.

FOR BUSY SUPERINTENDENTS.

Supt. Ernest C. Hartwell of St. Paul, Minn., has appointed three committees on reading, spelling and arithmetic to select the textbooks to be used in the grade schools. The appointments follow the refusal of the teachers' advisory board to accept the superintendent's plan of selection. The personnel is made up of principals and teachers who, in the judgment of the superintendent, are most familiar with the particular subjects for which new books are needed, and who are the best qualified to make selections. Each committee is to give representatives of the publishing houses fair hearings before making its decision and its recommendations will be final.

A survey of the rural schools of St. Louis County, Minn., was made recently by Annie E. Shelland, state supervisor of rural schools, assisted by Supt. P. P. Colgrove of Virginia, Miss Anna Keefe, Ely High School, Miss Martha O'Connor, Gilbert High School, Miss E. Nettie Harrington, Hibbing, and Miss Olive B. Horne, Duluth State Normal School. The survey was conducted under the direction of the Minnesota

Education Department and sought to ascertain conditions in the rural schools and to get ideas as to their needs. A definite rural policy is being worked out by the state school authorities and the survey will aid in its development and in the elimination of defects.

The citizens of Houston, Texas, headed by the school board, on November 18th tendered to Supt. P. W. Horn a testimonial banquet in honor of his twelve years' service in the schools. Mr. Rufus Cage, president of the board, presided and talks were given by the mayor and other leading citizens. Dr. A. E. Winship, of Boston, was a guest at the banquet and gave one of the addresses. The banquet was informal and included among the invited guests representatives of the schools, the Rotary Club, the Chamber of Commerce, the young men's clubs and the churches.

Mr. Horn's professional career has been rich in service. He taught in Pryor Institute, Jasper, Tenn., was principal of the high school at Sherman, Tex., for two years, and served as superintendent from 1897 to 1904, when he resigned to become head of the schools at Houston. He has taught in the summer schools of the South and is the author of a number of school textbooks.

Extraordinary progress in the educational facilities of the state of Michigan in the matters of school buildings, civic centers, medical attendance of pupils and special instructions for sub-normal children are indicated in the annual report of State Supt. Fred L. Keeler.

One hundred and thirty-four schoolhouses were built at a cost of \$3,500,000, or an increase of 22 over that of the preceding year. The total valuation of school property is \$53,347,934, or an increase of \$5,000,000 over last year.

The report says that the modern rural schools are a distinct departure from the old-fashioned type and that there is a tendency toward the two-room building. To overcome the lack of competent rural school architects, the state department has prepared ten plans for rural school buildings of various designs, to meet the needs of the respective communities.

The total number of school children between the ages of 5 and 20 years is 385,754, or an increase of 19,354. The enrollment has kept pace

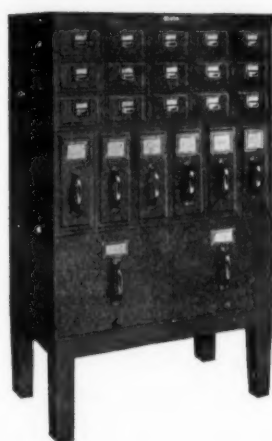
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with the growth of the school census, 623,087 children of school age being enrolled. The census of city districts is 384,855 and the enrollment is 328,347.

The teaching force number 20,161 and the total salary wage is \$11,932,392. The average wage per month for men is \$95.57, and for women \$59.95, an increase of 8 per cent over last year. The total net receipts were \$20,602,021 and the total net expenditures were \$22,384,232.

There has been a marked tendency on the part of the schools to reach that part of the population which does not come within the limits of the ordinary school age. Attention is also directed to the health of school children, six cities reporting special schools of the open-air type with an enrollment of 342 pupils and thirteen teachers.

The preliminary step toward a new state constitution for Minnesota was taken early in November by the state efficiency and economy commission which recommended the submission of a call for a constitutional convention. Upon favorable action by the legislature, the proposal will be voted upon in 1918 and further action toward the selection of delegates will be taken.

The recommendations which cover a wide range of activities, include provisions for the creation of a state board of education to replace the normal, high school, library and other similar boards.

The commission also recommends the extension of the newly established budget system to various state boards, institutions and commissioners by a bill requiring each to pay to the state general revenue fund all fees and earnings which are credited to their respective general funds under the present system.

A report on the federal government's survey of the school system of Iowa has recently been made. The survey was begun at the request of the Iowa State Board of Education to give expert information in meeting the problems that arise in appropriating the necessary money for the state institutions.

The commission which included Paul Capen, Mrs. Henrietta W. Calvin, James R. Angell, K. C. Babcock, L. H. Bailey, Hollis Godfrey and Raymond M. Hughes, has made a first-hand study of the conditions in Iowa. Some of the topics

studied and reported upon are: Expenditures in Higher Educational Institutions; Extension Work; Home Economics; Sub-Collegiate Work; The Use of Buildings; Building Costs; Physical Education for Women; Work and Remuneration of Instructional Staffs.

Concerning the duplication of engineering education, a perplexing problem in Iowa and other states, the commission recommends that the work of the two engineering schools be concentrated in one place and be placed under the direction of an expert instructor. No other method, the report says, can so certainly remove the causes of friction, unwholesome competition and wasteful duplication of high-class men and equipment for advanced work.

Other recommendations of the commission include the following:



MRS. MARY C. C. BRADFORD.
Re-elected State Supt. of Public Instruction, Denver, Colo.

The Establishment of Additional Normal Schools; Further Development of Graduate Work at the Iowa State University and the State College; The Appointment of a Regular Woman Physician at Each of the Three State Institutions to supervise the physical training activities; The Establishment of an average salary of \$2,000 for departmental professors and instructors.

Education in the rural communities of New Jersey has received an impetus thru the publication of a pamphlet on the subject, "Improvement of Rural Schools by Means of Consolidation," issued by the State Department of Education. The problem of consolidation is dwelt upon at great length in the pamphlet and a number of illustrations are given to show the progress of the idea in the various counties.

The pamphlet is the work of Dr. J. J. Savitz, formerly assistant commissioner of education, and includes a foreword by State Commissioner Calvin N. Kendall.

Speaking of the types of consolidated schools, the pamphlet says:

"There are, generally speaking, three types or methods of consolidation. The simplest form of consolidation results when a single-teacher school is closed and the children are transported to another school of the same kind. There is no advantage in this method of combining schools unless the teachers of both schools are retained and the consolidated school is partially graded. The latter plan reduces the number of classes by one-half and enables the teacher to devote more of her time to individual pupils or to emphasize certain phases of school work. Frequently two or more of such single-teacher schools are closed and the pupils transported to a school centrally located.

"The second type or method of consolidation aims to provide school facilities in the way of one or two-teacher schools for pupils of the first three or four grades, with a central building—a grammar school—for pupils from the fifth grade up to and including the eighth grade, and sometimes even the high school. Usually, however, there is a central high school building accommodating the pupils who have graduated from the



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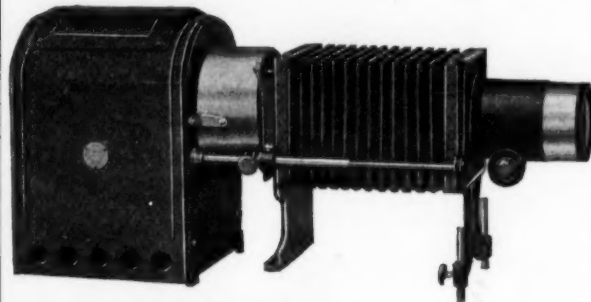
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central grammar school, or schools. The advantages of this system are:

(1) Schools are provided near the homes of the smaller children, and while there is not a teacher for each grade, the teacher conducts less than one-third of the number of recitations of the ordinary one-teacher school.

(2) Pupils in the upper primary and grammar grades can, in many instances, walk to these centralized upper grade schools, thus doing away with the necessity of transportation for most of the pupils.

(3) The departmental system of instruction may be introduced in the upper grades as in town and city schools.

(4) It makes possible the introduction of sewing, cooking, shopwork, agriculture and other extra school activities thru a reduction in the number of classes per teacher.

"The third type or method of consolidation combines all the one-teacher schools—in fact, all schools—in a township or section so that there is but one grade for each teacher. A reduction of the number of grades in a room always means more of the teacher's time for individual pupils. Transportation may also be more economically effected when all the pupils of a district attend the same school. In case a playground and a gymnasium are provided, and manual training and domestic science and art are taught, a single consolidated school avoids the necessity of duplicating school facilities. This form of consolidation offers the greatest possible opportunities at the least possible expense."

The voters of the state of Texas were recently called upon to vote in behalf of the amendment of section three of the constitution. The amendment, if carried, will raise the limit of taxation in common and independent school districts from fifty cents to \$1 on the \$100 valuation of property. The amendment imposes no tax of itself but provides a means whereby those districts which already have reached the constitutional limit in taxation, may secure such added support as they may need. The school districts of Texas have reached the constitutional limit in taxation and the enforcement of the compulsory attendance law has taxed the facilities of the schools.

Dr. Leonard P. Ayres, Director of the educa-

tional department of the Russell Sage Foundation, names ten characteristics which, in his opinion, must be included in a general law covering the educational system of a large city. Dr. Ayres speaking before the Chicago council committee on schools, fire, police and civil service, gave these characteristics as follows:

It must be brief and clear.

It should provide for a small board of education, preferably of seven members, for three-year terms.

It should provide for a single-headed educational system.

It should give the board of education the power to elect the superintendent of schools for any term up to five years and fix his salary.

It should give the board of education power to provide standard educational facilities.

It should provide that all employees who have served thruout a three-year probationary period should be given a permanent tenure of office.

The law should prohibit the board from paying different salaries to different individuals and doing the same work.

The board should be given the power to build buildings, repair them and acquire land.

The law should require the board of education to prepare an annual budget.

All bond issues providing for educational improvements should be submitted to the people at school elections.

The educators of Alabama have been expressing great satisfaction that the amendments of the state constitution permitting local taxation of education were passed in the November elections by a majority of nearly 22,000.

The amendment permits the several counties of the state to levy a special school tax not exceeding thirty cents on each one hundred dollars' worth of taxable property; provided the tax is to be submitted to the vote of qualified electors, school districts in any county are granted a similar privilege of a school tax of not more than thirty cents.

The amendment does not alter any of the present provisions and simply adds additional educational privileges. No school funds which any county receives from the state will be affected

and no county or school district official can be paid for assessing, collecting or disbursing any of the funds under the amendment.

The American Federation of Labor at its annual convention in Baltimore, November 22, adopted a resolution condemning military instruction in the public schools. The offer of United States Secretary of War, N. C. Baker, to place military instructors at the disposal of schools was similarly condemned as tending to militarize the schools.

PERSONAL NEWS OF SUPERINTENDENTS.

Supt. J. W. Browning of Brookings, has been appointed one of a committee of three to represent South Dakota in the North Central Association of Colleges and Secondary Schools in the adjustment and regulation of credits. The other members of the committee are the State Inspector of High Schools and the professor of Secondary Education in the State University.

Supt. D. Walter Potts of East St. Louis, Ill., has been appointed to succeed himself as a member of the board of trustees of the Illinois Teachers' Pension and Retirement Fund. Dr. Potts was elected last July to succeed Mr. Van Cleave.

The board of education of Biddeford, Me., recently dismissed its superintendent of schools. Mr. Arthur F. Cowan, principal of one of the grade schools, has been elected to succeed him.

Miss Teresa A. Dacey, director of the speech department of the Boston public schools, has accepted a position as a member of the faculty of the College of the Spoken Word, Boston.

Mr. Evan R. Chesterman, secretary of the Virginia State Board of Education for the past three years, has resigned. Mr. J. N. Hillman, formerly superintendent of Wise County, succeeds him.

Mr. E. N. Collette, for the past six years superintendent of schools in Muskogee County, Oklahoma, has accepted a position as assistant to State Supt. R. H. Wilson.

Mr. J. A. Doremus of Auburn, Neb., has been elected superintendent of schools at Aurora, to succeed A. E. Fischer. Mr. Doremus is a graduate of the University of Wisconsin and has a teaching experience of eighteen years in the state of Nebraska.

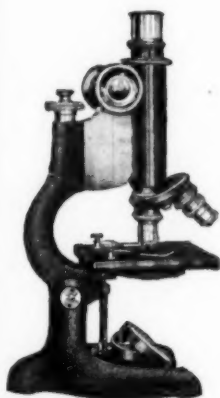
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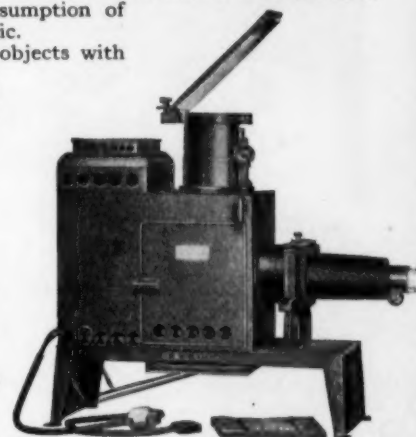
Balopticon

The educator's or lecturer's success lies in his power to make the audience "live" his subject. He is helped greatly in this by the Combined Balopticon here illustrated.

Its projections are clear and accurately defined even to the edge of the screen and show with unequalled brilliancy. This is made possible by two special features—a superior optical equipment and our newly developed Mazda lamp. This gives as brilliant illumination as the A.C. arc lamp on a much smaller consumption of current, and is absolutely automatic.

Projects both slides and opaque objects with instant interchange. Price, \$120.

Other models for slides only \$25 up, for opaque objects, (photos, post cards, maps, etc.) \$35 up.



Among Boards of Education

ILLINOIS SCHOOL BOARDS IN CONVENTION.

Discuss Legislation and General Problems.

School board members from every section of Illinois met on November 22-30 at the University of Illinois for the fourth annual convention of the Illinois State School Board Association. The Gary plan, the standardization of teachers' salaries, the business manager in school departments, and legislative problems were the chief topics of discussion. Dr. Allen D. Welch of Rockford presided and Mr. R. C. Augustine of Decatur was elected president for the ensuing year.

Dr. Welch opened the convention with the president's address in which he pointed out the need of closer co-operation on the part of the school boards of the state. Supt. R. G. Jones of Rockford argued for standard schedules for teachers' salaries which he said would ensure greater uniformity and justice and would relieve school boards of the necessity of listening to personal pleas for increases in salary.

On Wednesday evening the members attended an informal dinner at which Supt. W. H. Hatch of Oak Park acted as toastmaster and discussed "Fossils on School Boards." After dinner speeches were made by Mr. Welch, Mrs. G. A. Stover of Oak Park and R. H. Brown of Rockford.

The discussion of proposed legislation was led by Mr. F. C. Williamson of the Urbana board of education. Mr. Arthur Kinkade, business manager of the Decatur schools, argued for the enlargement of the duties of the secretary and business manager. His position was opposed by a number of superintendents who held that the superintendent should be the chief executive of

the school system and his prerogatives should not be shared by any other official.

The election of officers resulted as follows:

President, R. C. Augustine, Decatur; Vice-president, F. F. Hall, Dundee; Secretary, Mrs. G. A. Stover, Oak Park; Treasurer, Enos H. Renner, Urbana.

Peoria was chosen as the next convention city.

ROUND-TABLE SCHOOL MEETING.

A departure in school work was made at Boonville, Mo., Oct. 7, 1916, at the Superintendent's office, by holding a joint meeting of the Board of Education and the entire school faculty of the district. The object of the meeting was to permit the school board and the teachers to become better acquainted with each other and to review school work in general. The superintendent having stated the object of the meeting, the supervisor of athletics opened the discussion by presenting his views as to how athletics in high schools should be conducted and the indirect benefits to be obtained from these exercises. The teachers of history and of the teacher-training course demonstrated their methods of conducting their respective departments, and how to get practical results. The principal of the grammar school explained his special work and the practical things he expects to obtain. Several of the grade teachers made reports of recent visits to grade schools in the cities of St. Louis and Kansas City. These several talks were interesting to all present, and especially so to the board members, and the experiment of round-table joint meetings was declared a success. Other like meetings will be held thru the winter months. The supervisor of cooking took final charge by serving light refreshments.

AMONG BOARDS OF EDUCATION.

Philadelphia, Pa. The Department of Superintendence has ordered that employment certificates be revoked for all pupils of continuation classes who absent themselves from school, without a satisfactory explanation to the principal. Such children must be returned to the regular schools for full-time attendance. The rule is intended to insure the obedience to the law of minors now employed. More than nine thousand children are now being taught in 74 continuation classes and five shops.

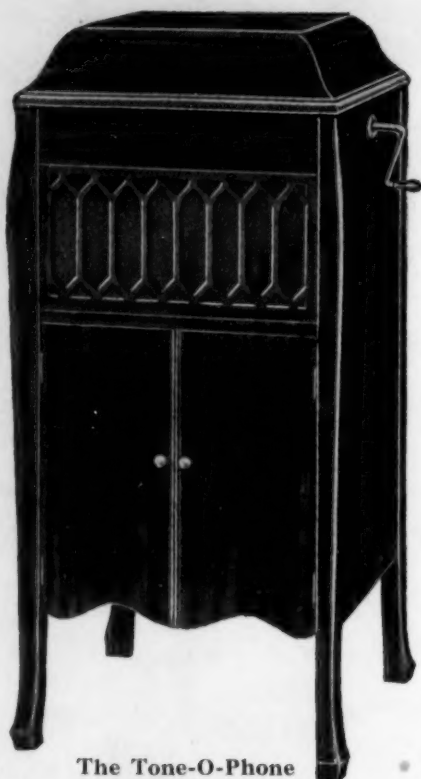
Boston, Mass. The board has ordered the enforcement of the compulsory attendance law in the case of children who have been kept out of school thru fear of infantile paralysis or other cause. When the epidemic was in progress no attempt was made to compel the attendance of pupils, but with the improvement in health conditions the board is confronted with the duty of enforcing attendance.

Chicago, Ill. By a vote of 42 to 16, the city council has recommended the elective method in place of the appointive in the selection of school board members. The vote follows a long fought battle over the proposed change in the school system as recommended by the committee on schools. In its report the committee recommended the passage of legislation providing for a board of seven members to be elected at large, each member to serve for six years and to receive a salary of \$2,500 per year. It is stated that the report embodies the recommendations of leading educators throughout the country.

Minneapolis, Minn. To reduce coal consumption in school buildings and to offset the advance in soft coal prices, special instruction has been given to janitors and engineers on proper firing methods. The instruction of janitors will, it is believed, save the board thousands of dollars.

Duluth, Minn. The board has adopted a policy not to permit students to use the woodworking machinery without the consent of parents or guardian. The machinery in the manual training department has been fully equipped with safety guards but the board has sought relief from any responsibilities which might arise thru accidents.

\$54.⁰⁰ FOR THIS \$100.⁰⁰ Tone-O-Phone



The Tone-O-Phone

No. 100. Dimensions: 46 inches high, 20½ inches deep, 21 inches wide, 12 inch turntable, double spring worm gear motor (can be wound while playing), speed indicator and regulator, tone modifier. All parts highly nickel plated. Finished in mahogany, golden oak or fumed oak. Mahogany furnished unless otherwise specified. No. 100, shipping weight, 140 lbs. Manufacturer's Price.....\$100.00

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*School Desks, Furniture, Stationery, Maps,
Globes, Blackboards, Crayons, Janitors'
Supplies and Equipment for Every School Use*
AT NET PRICES

THE Tone-O-Phone is made in the same factory and by the same mechanics as the highest grade instrument on the market. It is identical in tonal quality and in every detail of construction. Our prices have eliminated the dealers' and salesmen's commissions. By special arrangement we offer these high grade instruments under our trade name "TONE-O-PHONE" at prices lower than the manufacturer's prices on the same instruments.

A SPECIAL FEATURE

Plays all makes of records—Victor, Columbia, Edison, Pathe, without any change of instrument.

Each machine is regularly equipped with two jewel-points for playing the Edison and Pathe Records, and two hundred needles for playing the Victor and Columbia Records.

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Educational Publishers

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St. Paul, Minn. With the introduction of a new administrative program, the duties of every official and bureau of the schools are to be defined and the cost and efficiency of each school are to be clearly indicated.

It is planned that the school shall be the unit of the accounting system. If one building consumes more fuel than another or if equipment costs more in one school than in another, an explanation is to be demanded of the engineer, principal or teacher as the case may be. If the average scholarship falls below a given standard, the teachers and principal must explain the cause and the superintendent and his assistants must evolve a remedy for bettering conditions. The new plan is a strict application of business principles to all departments of the school system and is in accordance with the demands which might follow a scientific survey.

Jacob M. Loeb, about whom has centered the entire storm aroused thru the dismissal of 68 teachers in June, 1916, has been re-elected president of the Chicago board of education. At the same meeting, early in December, Mr. Harris W. Huehl was elected vice-president of the board and Mr. John D. Shoop was unanimously re-elected superintendent of schools.

Mr. Loeb is the author of the so-called Loeb rules which require the direct re-election of all teachers and principals of the Chicago schools at the end of every school year. At his direction the list of 68 teachers was prepared and his leadership was responsible for their failure to be re-elected. Mr. Loeb has been the object of continuous attacks by the Chicago Teachers' Federation, against whom the dismissal of the 68 was aimed. In his own defense, Mr. Loeb has declared that his policy is actuated simply by the desire to weed out inefficient teachers and to place the schools on the most effective basis possible.

Atlanta, Ga. The board has adopted a policy not to permit the use of school buildings for other than school or kindred purposes. The board has received a number of requests for the use of buildings for paid entertainments.

Columbus, O. The work of surveying the schools is to be divided among school and teach-

ers' organizations and is to be under the direction of Supt. John H. Francis. A committee of seven members each from the principals' club, the women teachers' association, high and intermediate schools, and the high school federation has been appointed.

Dr. Margaret Shallenberger McNaught, state commissioner of elementary schools of California, has begun an official survey of the schools of Los Angeles, Pasadena and Santa Ana. A recent ruling of the state board provided that each commissioner shall spend one week in every four in an inspection of the schools of Southern California.

Supt. J. M. H. Frederick of Cleveland has won in his two-year battle to escape the payment of a \$500 fine and jail sentence for contempt of court in connection with his failure to reappoint six teachers who had been active in the teachers' union. The case was ended with the dismissal by the Supreme Court, of a petition of John G. Owens, a taxpayer, against the board.

Mr. Charles T. Warner, an attorney, has been elected a member of the school board at Columbus, O., to succeed Mrs. Cora M. Kellogg. Mr. Warner was a dark horse, his name never appearing in reports of candidates and the appointment was a complete surprise to himself.

Lee, Mass. The board has unanimously adopted the eight-year course for the elementary schools. The change is in line with modern tendencies in school organization.

Mr. Thomas McCosker, formerly president of the school board of Baltimore, Md., died recently of pneumonia. Mr. McCosker was 82 years old.

Lowell, Mass. The board has requested the superintendent to outline a plan for coaching backward pupils in the grades.

Virginia, Minn. The board plans to discontinue the present policies with insurance companies. A total of \$500,000 of insurance is to be divided among the twelve agencies doing business in the city.

Highland Park, Mich. Janitors who have been receiving from \$600 to \$1,560 per year, will receive increases of from \$99 to \$45 for the remaining nine months. Those receiving the smallest salaries will be given the largest increases.

A survey of the school system of Brookline, Mass., has been begun by Dr. James H. Van Sickle, assisted by Dr. Henry S. West of the University of Cincinnati, Prof. Harlan Updegraff of the University of Pennsylvania and Mr. McNary, director of manual training, Springfield, Mass.

Denver, Colo. The school board is confronted with a \$10,000 suit in settlement of claims against it for plans and specifications for schools. Three Denver architects had been directed to prepare plans on a competitive basis and had been assured \$1,000 on account and the balance at a future date. The plans have never been used and the debt has not been paid. The architects contend that \$7,500 of the amount due them for the plans and specifications was expended out of their own pockets. The present trouble is attributed to the factional fight which has been waged by the board and to the careless methods in school business procedure.

Eugene, Ore. The employment of a smaller number of teachers and the completion of all new construction, has made it possible for the board to reduce the school budget by about \$4,000.

Reading, Pa. Mr. J. Edward Wanner has been re-elected president of the school board for his fourteenth consecutive term.

Waukegan, Ill. Mr. Louis P. Erskine has been re-elected purchasing agent of the board. In recognition of his services, Mr. Erskine is given full authority in the purchasing of supplies.

Cedar Rapids, Ia. The board has reserved one schoolroom for the use of the janitors. Meetings will be held regularly for discussing the problems of janitorial work.

Jacksonville, Ill. The board has adopted a policy not to permit dancing in school buildings or at class functions.

Atlanta, Ga. Upon the suggestion of the school authorities, the city council has ordered that a number of automobiles be provided to transport children to the special classes for backward and defective pupils. It was pointed out that a number of the children were unable to walk for any long distance.

New York, N. Y. The school board has approved a recommendation of the Board of Estimate, creating the position of business manager

(Concluded on Page 46)

Sanitary Plumbing for the School



Reg. U. S. Pat. Off.

The Clow Automatic Water Closet AND Clow "ADAMANTOSE" Ware

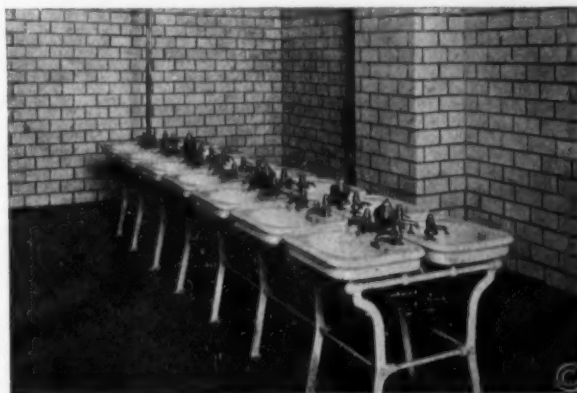
The Automatic Water Closet Its Saving in Water

In 1908 the Shortridge High School, Indianapolis, Ind., was equipped with rod-acting water closets. In August, 1909, the change was made to Clow Automatic Closed Tank Water Closets. In all, forty-eight (48) water closets were installed. The summary below shows the consumption of water in gallons, and in dollars and cents for the years 1908, 1909 and 1910. The latter year, nothing but Clow automatic closets were in use.

Summary

| | |
|----------------------|----------|
| 1908—14,392,500 gal- | |
| lons, at a total | |
| cost of..... | \$863.55 |
| 1909—8,610,000 gal- | |
| lons, at a total | |
| cost of..... | 516.60 |
| 1910—3,172,500 gal- | |
| lons, at a total | |
| cost of..... | 190.35 |

A saving in water cost of
\$673.20 a year.



Clow Adamantose Lavatories

The "Metric" M-1861

COST OF REPAIRS—Following is an extract of a letter from a plumber which is only one of many which we have received. "I installed 22 closets of this kind (Clow Automatic) in a large school ten years ago and the repairs on same to date have been \$2.80." The simplicity of the valve in a Clow automatic water closet is responsible for the repairs being so low as to be negligible.

Clow Adamantose Ware

"Adamantose" ware has the strength of iron. It is pure white with a highly glazed surface. It positively will not craze and is absolutely non-absorbent and unstainable, thus it embodies the essential elements, strength and sanitation. It is easy to keep clean; merely wiping off with a damp cloth removes foreign matter and restores the gloss.

All of the Clow water closet bowls, lavatories and urinals are made of this ware.

There is but one grade of "Adamantose" ware—the best.

Further Facts

Further facts will be given regularly in this space, or you can get full information by writing to the Manufacturers.

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MADISON SCHOOL, YORK, PA.

**{ LOW COST OF INSTALLATION
LOW COST OF MAINTENANCE
SIMPLICITY OF OPERATION }**

Makes "THE AMERICAN SYSTEM" OF WARMING, VENTILATION AND SANITATION appeal to capable, business-like School Boards.



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Write for Particulars

**American Foundry
& Furnace Co.**

BLOOMINGTON, ILLINOIS

at the sign of good heating
**INTERNATIONAL
BOILERS & FURNACES**

AS manufacturers of the most extensive line of heating apparatus in America, we are prepared to furnish equipment for all sizes of buildings from the One-Room Rural School up to the largest Educational Institution.

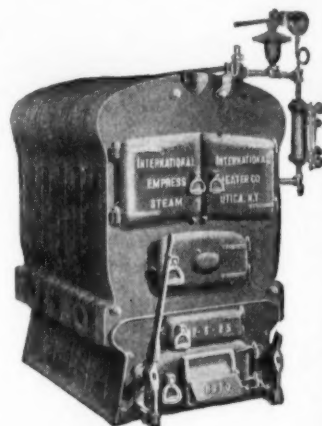
We make all types—for Warm Air, Steam or Hot Water.

Our heating engineers are ready at all times to confer with Architects or School Boards to give them the benefit of their advice and information concerning our line.

Write us direct or request bids from a dealer who displays sign shown at the top of this advertisement.

Send for Catalogs

1206 International Empress Boilers.
957 International Heavy Duty Heater.
4010 International One-Room School Heater.



INTERNATIONAL HEATER COMPANY

UTICA, N. Y.

CHICAGO
1933 Wentworth Ave.NEW YORK
601 West 27th St.

(Concluded from Page 44)

and fixing a salary of \$10,000. The new position is in the direction of greater efficiency and is intended to concentrate under a responsible head the work of six or eight coordinating business departments.

New Orleans, La. By a majority of about twenty thousand the amendment to the Constitution of Louisiana which provides for the funding of the city and school board floating debts was adopted at the election of November 7th.

Under the provisions of the amendment the finances of the public schools are changed considerably. They are entirely divorced from the city departments. The revenues which the schools formerly obtained from the city were made up mainly of the one-half of the surplus of what is known as the one per cent tax. This amount was uncertain as it varied considerably from month to month according to how the taxes were being paid and also according to the results of the drawing of premium bonds. The city also appropriated 8-10 of a mill of the public improvement fund and also a part of the reserve fund, making an appropriation of about \$190,000 additional each year. The city also in the past paid for the sites and construction of school buildings.

Under the new plan the city budget is to include nothing for the public schools nor is the one-half of the surplus of the one per cent debt tax to go to the schools. In its stead the schools are to receive the proceeds of 3½ mills of the 22 mills collected by direct taxes.

The revenues of the school board will not be increased under the new plan unless the assessments increase materially, but they become more fixed and certain.

The amendment authorized the sale of \$9,000,000 of bonds and of this amount authorized there is to be sold on December 14 a minimum of \$4,250,000 or a maximum of \$5,000,000. This sale will provide funds for entirely wiping out the floating debt of the city and the school board and putting both on a strictly cash basis. The bonds are to bear 4½ per cent and it is expected that they will bring much above par.

Since 1910 the school board had been gradually exceeding its revenues until a debt of about

\$650,000 had been piled up. Out of the proceeds of the sale of bonds mentioned the school board is to get \$650,000 to wipe out its debt. The amendment also provides that neither the city nor the school board shall ever spend more than its income.

The amendment also authorized the school board to hold an election of taxpayers to authorize an additional two mill tax for the schools. Under the present arrangement to be put into effect January 1 the school board will not have sufficient funds to carry on the schools as they should be conducted and the most strict economy must be observed. If the assessments for 1917 show an appreciable increase the school board will just about have sufficient funds to meet all demands, but if they do not it is likely that the two mill tax will be necessary. The school board, however, will not, it is said, take any steps to call the election for a two mill tax until some time next year.

RECENT DECISIONS.

Schools and School Districts.

The power of the legislature over school districts is plenary; and it may divide, change or abolish them at pleasure.—Worthington School Dist. v. Eureka School Dist., 159 P. 437, Cal.

Where under a petition for two new school districts, under the North Dakota complete laws of 1913, ¶ 1147, the board of county commissioners and county superintendent, pursuant to notice, proceeded to organize two distinct new districts, the proceedings were not a nullity, and were, at most, merely irregular, so that directors of the original school district could not complain.—Tallmadge v. Walker, 159 N. W. 71, N. D.

In mandamus proceedings by a board of education of a school district to compel levy of school tax, a defense that the school district was not legally organized is a collateral attack on such organization. The organization of a school district cannot be questioned collaterally.—People v. Powell, 113 N. E. 614, Ill.

School District Government.

The board of trustees of union school district, regardless of the California school code, ¶ 1617,

is held to be empowered to require that a librarian, to whom an offer of employment was made, accept within 20 days, and where there was no acceptance such librarian was not entitled to the salary.—Hopkins v. Sanderson, 159 P. 1064, Cal. App.

Where two ex-officio members of board of regents of county high school appointed third member and the three filled the other two vacancies, the three members constituted a de facto board and their action was valid.—Peterson v. Anderson, 158 N. W. 1055, Neb.

School District Taxation.

Where two regents of county high school appointed a third, and the three appointed two others, estimate by full board thus constituted furnished sufficient authority for county board to levy tax for county high school.—Peterson v. Anderson, 158 N. W. 1055, Neb.

Under an ordinance limiting the right of the board of education to change textbooks within five years after adoption, the board cannot adopt a textbook for any period less than five years.—Griggs v. Board of Education of Atlanta, 90 S. E. 48, Ga.

School District Property.

Under the North Dakota complete laws of 1913, ¶¶ 1174, 1184, a district school board has no authority to establish additional school in new location even if not intended as high school, without submission of question to popular vote.—Kretschmer v. School Board of Dist. No. 12, Barnes County, 158 N. W. 993, N. D.

Under the Oklahoma laws of 1913, c. 219, art. 6, ¶ 3, the boards of education of cities of the first class have power to sell and convey real estate, and may exercise such power without making any finding as to the reason or necessity prompting their acts.—Cosden v. Board of Education of City of Tulsa, 159 P. 1108, Okla.

Teachers.

A county superintendent has a discretion as to his endorsement of school teachers' certificates issued in another county.—McKinnon v. State, 72 So. 676, Fla.

Superintendent Says Glauber Bubblers Are Best

Abilene Public Schools

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J. L. BROOKS, SUPERINTENDENT

ABILENE, TEXAS.

Nov. 15, 1916.

Glauber Brass Manufacturing Company
Cleveland, Ohio

Gentlemen:-

I am pleased to state that I have found the "Princeton" bubblers bought of you for our schools one year ago most satisfactory. We have just installed eight of your "Muskogee" fountains in our high school. They are in my opinion the best fountains that I have yet used. They are sanitary and are eminently satisfactory in every particular. I have bought and installed many different makes of fountains, and I feel safe in saying that your "Muskogee" is the best one that I have yet been able to get hold of. It is all that you claim for it.

Respectfully,

J. L. Brooks

Superintendent.

The Princeton is a combination self-closing basin cock and bubbler. It is for installation on lavatories. It costs but a trifle more than an ordinary basin cock.

The Muskogee is a complete drinking fountain. It is complete in every detail, ready to be connected to the supply and waste pipes. It costs less than any other complete drinking fountain that we know of, but there's nothing cheap about the construction.

Superintendent Brooks knows what he's talking about. Profit by his experience and
Install Glauber Drinking Fountains NOW. Send for Literature

GLAUBER BRASS MFG. CO., CLEVELAND



Springfield, Mass. A dental clinic has been opened at the Main Street School. Of four hundred children examined, about 75 per cent are in need of dental attention.

Chicago, Ill. Means for providing prompt attention for physically defective children were discussed recently by a committee appointed by Health Commissioner Robertson from the membership of the Chicago Medical Society. Dr. Robertson showed that in recent examinations of some 86,000 school children, there were 12,000 with defective vision, 1,800 with defective hearing, 6,215 with diseased nasal organs, 29,642 with enlarged tonsils, 14,652 with adenoids and 14,044 with both defective tonsils and adenoids.

Dr. Robertson in quoting the figures of public school dentists, showed that of 10,760 children between 8 and 15 years, 80 per cent were in need of dental treatment. This condition has been due to neglect and lack of knowledge.

A plan for a health campaign in the country schools of Vermont has been adopted recently by the Vermont Association for the Prevention of Tuberculosis. The plan has the character of a competition of one hundred points efficiency, and suitable honorable mention for each school which attains 75 or more points of efficiency. The points to be earned are as follows:

1. For running water or a covered can with a faucet for drinking water, the can to be rinsed every day and scalded at least once each week, ten points.
2. For individual or paper drinking cups or a drinking fountain, ten points.
3. Clean wash basins and individual towels for children who take their lunch to school, ten points.
4. For floors scrubbed weekly, 20 points; every other week, ten points.
5. For windows opened so as to thoroly change

the air at least twice each day during school sessions, 20 points. (If necessary, pupils can stand and follow the teacher in an exercise while the air is freshening.)

6. For windows opened either before or after each session of school for at least five minutes, ten points.
7. For toilets kept clean and properly protected, 20 points.

Each teacher has been given a book in which are given directions as to the conduct of the health game, how to proceed in securing these points, hygiene in the home and other facts. In the spring the pupils will write individual accounts of the manner in which they prevented sickness and these will be collected and sent to the office of the association. Pupils receiving 75 or more credits on essays will be given acknowledgment cards and the six best essays will be published in the newspapers of the state. The plan aims to encourage sanitary schoolrooms and to teach by word and example, lessons in hygiene which cannot be forgotten.

The week of December 4 was observed as dental week in Chicago. Examinations of the teeth of school children were made in co-operation with the Chicago Dental Society, the Chicago Dental College, Northwestern University Dental College and the University of Illinois Dental College. A committee of 23 prominent Chicagoans has been appointed to co-operate with the health commissioner in conducting a campaign for better care of children's teeth.

Des Moines, Ia. An expert field secretary will be employed to survey and make a study of playground, athletic and general recreation work in the schools. The secretary is to be employed for ten months and is to be paid a salary of \$2,000.

Selma, Ala. A system of medical inspection

has been adopted experimentally for the sixth grade of one of the schools. The examinations will note defects of the eye, ear, nose and teeth and ailments of a contagious or infectious nature.

Washington, D. C. A study of the records of the health department for information as to tuberculosis among school children has shown that approximately 150 children may be excluded because of infection. Of the total number, 70 are in some school—28 in white, 42 in colored and four in parochial schools. It is planned to accommodate these children in special open-air buildings.

Bristol, Tenn. Medical examinations of the teachers in the schools show that the entire teaching body is in good health and physically fit for teaching. A recent rule of the board provides that teachers shall undergo examinations with special attention to the heart and lungs.

Little Falls, Minn. The board has ruled that pupils and teachers who are not already immune to smallpox must be vaccinated. Failure to comply will mean exclusion from classrooms.

Centralia, Wash. Examinations of the eyes of school children were recently made by a local optometrist. The examinations sought to show the number of children with poor eyesight and the relation of eye trouble to backwardness.

Approximately 30 per cent of the school children of Chicago are anaemic and underfed and many are affected with tuberculosis or in danger of being in need of special care, according to Dr. Charles P. Caldwell of the Chicago Tuberculosis Sanitarium. Dr. Caldwell urged that an immediate reform in school architecture be made in the direction of additional open-air schools where children of these groups may be taught. In brief, Dr. Caldwell would change the entire scheme of design in schools, to permit of more light, better seating and adequate ventilation. Every child below the eighth grade should be educated in the open air and should be accommodated on the main floor.

Derby, Conn. A school nurse has been employed to work under the direction of the school physician.

Wooster, O. At a recent meeting of the board, arrangements were made for the employment of a health and sanitation expert who is to serve



As Good as the Catalog Describes Them

Truth in advertising demands that the printed word shall not even exaggerate the article described, although many manufacturers still hold that a little "poetic license" in description is permissible in business.

The Kewaunee Book, like Kewaunee Furniture, is straight realism. There is no veneer on either. A recent letter from a discriminating Principal says that "it gives one pleasure to find that the articles ordered are as good as the catalog describes them."

The Kewaunee Book, by the way, will interest School Executives. It pictures and describes what we believe to be the only truly "scientific" line of Laboratory Furniture manufactured in America today.

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jointly as city health officer under the board of health, and as director of hygiene and medical inspection in the schools under the board. The preliminary plan of medical inspection provides for a corps of volunteer inspectors who shall serve under a committee composed of Dr. L. A. Todd of the board of health, Dr. P. I. Leonard of the County Medical Society, and Dr. H. S. Forgrave, medical inspector of the schools. The committee will make assignments from a list of volunteer physicians and specialists.

The plan of inspection provides that examinations of children shall be made with the consent of the parents or guardians. Compulsory examinations will be made only in case of danger of contagion, and then only by the board of health.

A report of the first health survey of schools in Davidson County, Tenn., has been made to the county school board by Dr. J. R. Thompson, county health officer. The inspection work was done by Dr. Thompson and his assistant, Dr. Young and the results show that many cases are in need of prompt attention.

In the conduct of the survey, the physicians visited 73 schools and examined nearly five thousand pupils, of whom sixty per cent were found to be in some manner imperfect. Defects of the eye, ear, throat and nose predominated and other serious troubles were disclosed. In three schools children were found with incipient pellagra.

In addition to the examination of the pupils, Drs. Thompson and Young made a careful investigation of the sanitary conditions at each school-house, including the location and condition of outhouses and the water supply. In many of the schools, the old-fashioned water bucket and tin dipper were found in use. These were condemned and individual drinking cups were recommended.

Minneapolis, Minn. The Minneapolis Dental Society has begun a determined campaign for the establishment of a number of free dental clinics in schools. At present the only free clinic is at the Blaine School and there is so little money to operate it that it is kept open only a few hours a week. The campaign will be aided by the distribution of free literature on the care of the teeth.

Worcester, Mass. The board is considering the reorganization of the physical training department of the city high schools. It is planned to

employ a physical director for each of the four high schools, at salaries not to exceed \$1,700. Such directors shall be men of experience and training with ability as directors and as coaches in football, baseball and basketball. The system provides for compulsory training in gymnastics and for athletic competition and coaching for all students. The change seeks to provide equal athletic opportunities for all the students.

Rosemont, Pa. A dental clinic has been opened in the high school. Pupils will be given free treatment.

Cranston, R. I. A system of medical inspection has been put into execution in the schools with the appointment of four inspectors and the adoption of rules for the conduct of examinations.

Each physician is to examine the pupils between the opening date and October 31, and is to recommend if necessary, a change in work for educational advantages. Each physician is required to visit the schools once each month and to confer with the teachers regarding health and sanitary conditions. He is required to visit such children, teachers or janitors as may be referred to him.

Teachers are given authority to exclude from school children suffering from disease or eruptions of a suspicious character, and to report the same to the school physician. The teacher must examine, at least once each year, each child for defective sight or hearing. Children suffering from any of the following diseases may be excluded from school and report of the same must be made to the board of health and the superintendent:

Smallpox, scarlet fever, measles, chickenpox, acute poliomyelitis (infantile paralysis), tuberculosis (general, pulmonary or glandular), diphtheria, influenza, tonsillitis (simple or follicular), whooping cough, mumps, ring worm, scabies, pediculosis, impetigo, contagiosa, trachoma, acute purulent conjunctivitis.

In such cases the children are to report after one week and shall return to school on advice of the school physician. The following non-contagious diseases are to be reported by the teacher to parents:

"Enlarged tonsils, adenoids, defective eyesight

or hearing, spinal curvature, cholera, epilepsy, and all nervous disorders, or any other diseases which are objectionable in school or are a source of mental or physical disability."

"When the school physician finds a child to be suffering from any disease or defect, he shall make out with care and sign a statement containing the pupil's name, the name of the school, together with the diagnosis and advice, which shall be placed on file by the teachers and a copy given to the pupil in a sealed envelope to be taken to the parent or guardian.

"In cases of quarantine at home, a pupil must present a certificate of release from quarantine before admission to the school.

"Under no circumstances shall any controversy or provocation be carried on by teacher with physician, or by either with parents. Whenever the necessity for the continued exclusion of a child is brought in question, the case shall be referred to the superintendent. Except in case of accident or acute illness, a school physician shall not treat any disease or require pupils to be sent to his house or office except on request of the parent or guardian. The parent shall be urged to consult the family physician in all cases.

"School health matters shall in no way be made public, except as directed by the school committee or the Board of Health. Names of pupils shall never be mentioned. At all times examination of or consultation with pupils shall be made strictly in private. The sensibility and self-respect of pupils shall ever be held as sacred. A monthly report shall be made by the physicians to the Superintendent of Schools."

Galesburg, Ill. A dental clinic has been opened for the benefit of school children who need dental treatment. Local dentists have offered their services free one-half day each week.

LaSalle, Ill. A dental clinic has been opened at the Hygienic Institute for the benefit of children who need free dental care. A regular dentist has been placed in charge.

Duluth, Minn. Two additional open air schools have been established.

St. Joseph, Mo. Outdoor schoolrooms have been established for the benefit of children who are anaemic or in poor health. About 57 children will be assigned to these classes.

LEONARD PETERSON & CO., Inc.

Manufacturers of

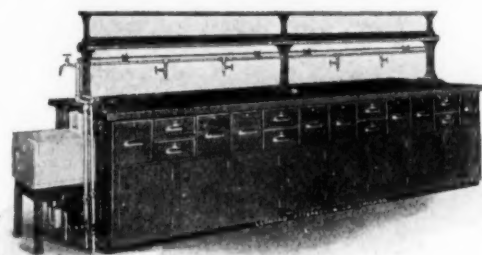
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No. 1360 Students' Domestic Science Table. Size: 5'x2'x32" high. Material oak, finished antique.

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Automatic Seat Action Water Closets



are a necessity in the Schools.

"NonCo" Pressure Tank Closets

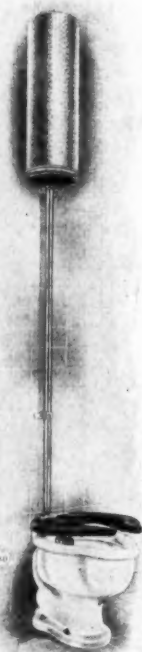
are suitable where city water pressure is sufficient. (30 pounds.)

"NonCo" Induced Syphon Closets

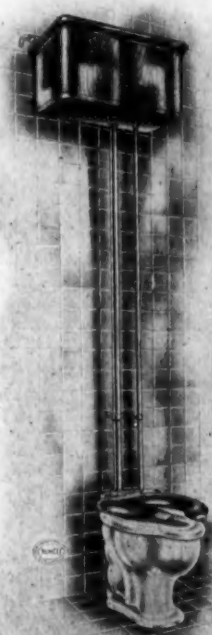
are advisable where service pressure is low.

Both are the best of their type.

If you are having trouble with your toilet room fixtures write us promptly. Our experts will be glad to help you solve your problems.



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Pressure Tank Closet



NONCO
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Write today to nearest branch office for Catalog.
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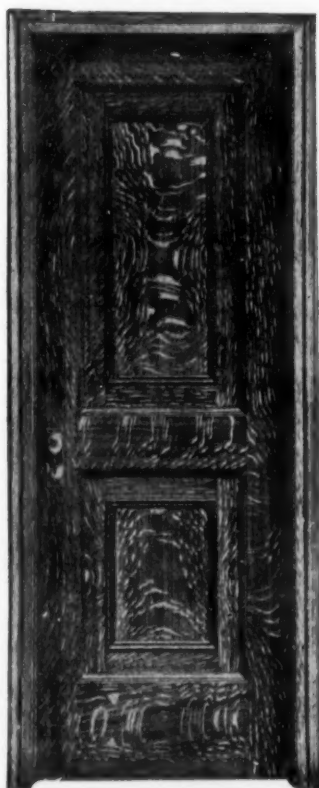
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DOORS THAT DEFY FIRE AND TIME!



Would you specify wood doors, wood gratings, and wood dampers for stoves and furnaces?

Would a stove or furnace thus equipped be fire-proof, safe, or of any practical value?

Would you use any wood whatsoever in the construction of a stove or furnace?

Then why specify wood doors and trim for a building and then call that building "FIREPROOF?"

The interior trim of a fireproof building should be as fireproof as the walls, floors, and ceilings, and of the best quality material obtainable. If this isn't done, then the building is not fireproof.

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are quality products of proven superiority. They have stood the tests of the two greatest destructive forces known to mankind—FIRE and TIME.

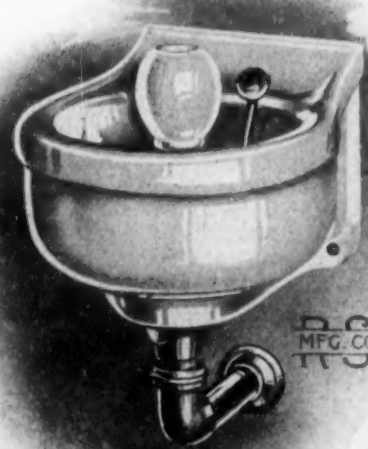
The original cost of THE DAHLSTROM PRODUCTS is the last and only cost—therefore the most economical product to use in the long run.

Proofs for the asking.

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Executive Offices and Plant
No. 10 Blackstone Avenue Jamestown, N. Y.
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A Cool, Clean Drink of Water



is enjoyed by everyone. This includes the boys and girls in your schools.

Rundle-Spence Bubblers

are made right and conform with State laws on sanitation.

The above illustration is only one of the various styles we make. Our catalog ought to be in your file for ready reference at any time.

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PUBLIC SCHOOL CLEANLINESS

Unless the School Building is kept in an absolutely sanitary condition, it not only renders educational work superficial, but endangers the health of the community.

The House of Robertson has specialized for years on **School Cleanliness and Disinfection.**

Twenco for Schools

Twenco is the most highly developed type of Disinfectant and Germicide.

It is 20 times as powerful as pure Carbolic Acid. It should be used wherever germs may be harbored, and its extremely high dilution makes its cost very low.

Kotar for Schools ("Bactericide")

Used for Mopping and Scrubbing Floors and flushing the Toilet. It reaches and removes the dirt, germs and vermin. Supplied in Carbolic Coefficients of 10, 5, 3 and 2.



Original 20th Century Soap for Schools

This is the best all-round Cleanser for Schools, used for Cleaning Floors, Woodwork, Furniture and other Finished Surfaces. Splendid for Slate Blackboards.

We are headquarters for all School supplies, including Liquid Soaps, Paper Towels, Toilet Paper, Mops, Brushes, Paper Towel and Toilet Paper Fixtures. Get our prices.

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Hexagon No. 155. Net, \$12.50

Physical Laboratory Balance

Agate Bearing. Improved Design

The Only Agate Bearing Physical Laboratory Balance Made

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TEACHERS AND ADMINISTRATION.

Pensions amounting to \$687,000 have been paid to 331 college and university professors and 127 widows of professors by the Carnegie Foundation, according to the reports of the president and secretary.

Pittsburgh, Pa. The question as to the right of the board to pay the salaries of married women in the schools has been decided for the time being by the payment of the September and October salaries of two women teachers who in marrying recently defied the board to remove them. The matter of reappointing married women will be definitely passed upon in the near future.

Cambridge, Mass. The board has adopted a rule providing that teachers who resign after the opening of the school term shall be paid 1-200 of their annual salaries for each day employed. Teachers who report for work after the opening of the school term will be paid at the same rate for each day of actual service for the month of their return. The rule is intended to put an end to resignations for matrimonial reasons.

Teachers of Peoria County, outside of the city of Peoria, last year contributed \$287 into the Illinois State Teachers' Pension Fund, according to a report of County Supt. J. A. Hayes. Twenty-three teachers have been compelled to contribute to the fund and seven more have elected to pay and become eligible to its benefits. Three former teachers in rural districts are receiving pensions, drawing \$100 quarterly.

Somerville, Mass. An educational forum, embracing a series of four meetings has been arranged by the teachers' club. The subjects will be on topics of vital interest to the community, to the parents and to the teaching force and the speakers will be men well known in the educational field.

Miss Florence Rood has been elected secretary of the St. Paul Teachers' Retirement Fund Association, to succeed Mary J. Cunningham. Mr. M. A. Stapleton has been chosen to succeed himself as president.

A series of teachers' conferences was held during the early part of November at Council Bluffs, Ia. The conferences were under the direction of Supt. J. H. Beveridge and sought to create inter-

est in new methods of instruction. Among the subjects studied were English, mathematical problems, and teachers' professional methods.

A series of conferences has been arranged by Supt. F. E. Spaulding of Minneapolis, for the benefit of teachers. General educational needs of the city are discussed and present conditions are studied in their relation to future developments.

Worcester, Mass. The public school teachers have presented a petition to the board, requesting that the division of salary be made on a twelve months' basis instead of ten months as at present. The teachers base their preference on the fact that regular pay days all the year round would be more satisfactory and more pleasant to them.

Springfield, Mass. Teachers in the grade schools will be given increases of approximately ten per cent during the year 1916-17.

Haverhill, Mass. The board has amended the regulations on salaries, providing that teachers who have been receiving a maximum of \$700 since September, 1915, shall be given an increase of \$50 January first, and another raise of \$50 September first of next year. Those in the Central ninth grade school who have received \$50 more than the grade teachers, will receive a similar raise, making the maximum \$850 per year. Assigned grade teachers who have been paid a minimum of \$400 will be given an increase of \$50 on January first, and other teachers will be given similar increases September first of next year. Principals' assistants who have been receiving \$50 extra yearly, will now receive \$25 and \$50.

Detroit, Mich. Increases of \$100 per year have been granted to grade teachers. The minimum salary has been fixed at \$600 and the maximum at \$1,200 annually for elementary teachers.

Peabody, Mass. The school board has recommended that the city council raise the minimum salary of elementary school teachers from \$450 to \$500 and the maximum from \$650 to \$800.

Highland Park, Mich. The board has announced a general increase in salaries of all teachers and school employees, exclusive of salaried members of the board, the superintendent and the school physician. Teachers and principals who have been receiving \$600 to \$2,400 a year have been granted increases amounting to from \$90 to \$40 for the remainder of the year.

Leominster, Mass. The board has adopted a sliding scale of salaries and extended the school term to forty weeks, beginning next September. The schedule provides that the maximum salary of teachers of grades one to seven, inclusive, shall be \$700 per year, that the regular rate of increase in the elementary schools shall be \$50 per year until the maximum is reached, that the minimum salary for new teachers shall be \$450 per year and that the supervisor of household arts be given a maximum salary of \$800 per year. The increases are to be given upon the recommendation of the superintendent for recognized efficiency.

EVENING SCHOOLS.

Providence, R. I. Debating, singing, dancing, music, sewing, homemaking, and athletics are offered in the evening centers of the Veazie Street and Ridge Street Schools.

Youngstown, O. Five rooms have been opened in grade schools for Americanization classes.

Brockton, Mass. Afternoon classes in English for foreign mothers have been formed at the Franklin School.

Columbus, O. A class in journalism has been formed at the night school in the High School of Commerce.

Springfield, Ill. Classes for foreigners have been formed.

St. Joseph, Mo. A night school for foreigners has been opened. The board has assumed the expense for light and heat.

Clinton, Mass. The classes in business subjects are about twice as large as last year.

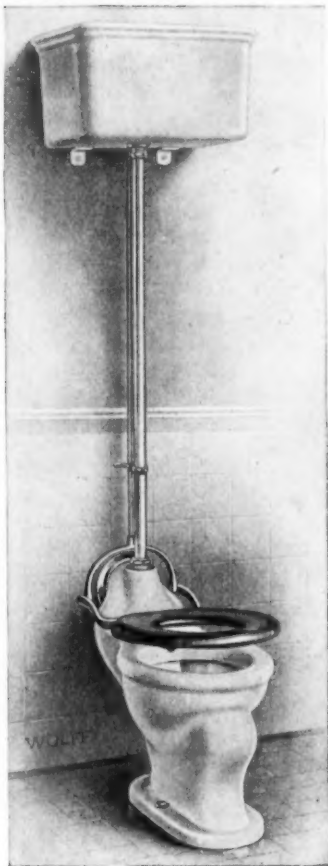
Little Falls, Minn. A night school for foreigners has been opened.

Los Angeles, Cal. Eighteen night schools for the education of foreigners have been opened in grade schools.

Buffalo, N. Y. Plans have been perfected for the opening of foreigners' classes in grade schools.

Atlanta, Ga. Night schools for adult colored persons have been opened.

Fitchburg, Mass. An evening school has been opened in the Field School.



"Wolff" Plumbing Retards School Building Depreciation

Wolff Plumbing Fixtures last as long as your building.

That's why a substitute for "Wolff" plumbing is always a *poor* substitute.

If Wolff plumbing has been used, the depreciation of a school building, figured theoretically, is often not evident in the appearance of the building. But if cheap substitutes for "Wolff" have been used, their quick deterioration is strongly noticeable.

Don't use substitutes for Wolff plumbing. You can't afford to let your school's reputation suffer by putting in cheap, unsanitary plumbing, with its endless train of expense. Use Wolff plumbing for your school building.

L. Wolff Manufacturing Co.

601-627 W. Lake St., Chicago.

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HIGH SCHOOL ADMINISTRATION.

Winnetka, Ill. A student council has been established in the New Trier Township High School to make and enforce school regulations, try pupils for infractions and fix punishments.

Amherst, Mass. An employment bureau has been established in the Junior High School to aid students in securing employment after school hours. The work done by employed students is intended to be educational as well as economic and records will be kept of the efficiency and trustworthiness of each employee.

Cleveland, O. A successful employment bureau has been conducted during the past year at the East Technical High School. During the summer 922 students obtained work thru the bureau, which amounted to \$60,000 for the entire season. The highest amount earned by any one boy was \$243 and the highest by any girl was \$117.

Holland, Mich. A wireless system has been established in the high school under the direction of the physics instructor. The students have organized a club and will hold meetings regularly once a week. The work of the club will be done by the members at odd times during the day.

An endowment fund of \$5,000 has been presented to the school board at Stanton, Ia., for the education of graduates in colleges. The rules provide that orphans and boys, especially, shall be favored in bestowing scholarships, but especially gifted girls in music or science may receive the scholarship. The money is to constitute a perpetual fund known as the P. J. Larmon scholarship fund, of which the interest only may be used for educational purposes.

The donor, Mr. P. J. Larmon, is a former resident of Stanton and aims in this manner to educate at least one student every ten years for the next five decades.

Richmond, Va. Talks on life insurance have been arranged for the high school during the present winter. The addresses will be given under the direction of the Richmond Association of Life Underwriters.

The number of high school students in the ten first-class cities of Kansas has doubled in the last ten years, according to a report of State

Supt. W. D. Ross. There were 8,539 students in the high school in 1915-16 and 7,785 in 1914-15.

Holyoke, Mass. A new course for the English department of the high school has been prepared thru the co-operation of the English teachers and the principal of the high school. The course aims to permit teachers in the ninth grade to know what courses are offered in the high school.

Grand Rapids, Mich. A course in public speaking has been introduced at Central High School to teach students how to conduct a sale, how to apply for a position, how to discuss a subject before a gathering, how to give a speech and how to lead in an effective conversation.

Portland, Me. A course in the principles of effective study has been formed at the high school. The recitation period is used for the discussion of the lesson and for its application to the work and needs of the pupil.

Providence, R. I. A continuation course in salesmanship has been introduced in the English High School. The course aims to train employees for positions as heads of departments and assistant buyers.

New York, N. Y. An employment bureau has been opened at the DeWitt Clinton High School for the benefit of students who desire work after school hours.

Chicago, Ill. Military training in high schools is being slowly organized. At Lane Technical High School, two regiments have been formed for drill, the Carl Schurz High School has one company and other schools are drilling by squads, platoons and companies. Practically all of the instructors deplore the lack of time in which to develop a good military course.

Cleveland, Ohio, is to have the first real junior high school buildings in the country in the opinion of the school authorities of that city. Preliminary plans for spending \$2,000,000 in the erection of four junior high schools have been approved and the work of construction will be rushed. The new buildings will have a music room, a print shop, wood carving and carpentry shop, botany room with greenhouse, drawing rooms, domestic science and household arts rooms, gymnasiums, swimming pools, classrooms and study halls. The interiors are to be arranged for the double platoon system of class rotation. It is planned to have one building in the west

district, one in the north and two in the south district.

Youngstown, O. The board has decided not to remodel certain school buildings for junior high schools and has determined instead to erect two Junior High Schools, one on the north and one on the east side of the city. Two similar buildings are planned later for the east and west sides. The north side school will accommodate pupils from eight grade schools, while the east will take care of those from six schools.

East Aurora, Ill. The board has fixed the tuition rate at \$50 per year.

Rockville, Conn. Practical work in agriculture has been conducted during the past school term, under the direction of an expert instructor. The class has made a study of livestock feeding and judging and has done some work in farm mechanics. Each student taking the course is required to select an agricultural project which can be carried on by him at work, with the result that hog raising, poultry raising, bee-keeping, livestock judging, orchard culture, concrete work, vegetable gardening and horticulture have been successfully carried on by the students.

Outlines for the studies are prepared and weekly reports are presented so that by spring each student will have a working knowledge of the subject in which he is interested.

Fall River, Mass. The board has adopted a recommendation that heads of departments shall not be assigned to the charge of study rooms, and that they shall not be required to teach more than twenty periods a week. The rule is intended to give these instructors more time for planning future work and for supervising other classes.

The students of the Twin Falls, Idaho, High School held a school election in connection with the presidential election in November. Preceding the election day, debates on the platforms of the representative parties and the character of the candidates were held. Division teachers also discussed before their students questions and problems relating to voting, the general issues of the campaign, the candidates, voting the straight ticket and scratching the ticket. The election gave the students practical instruction in voting and counting ballots.



School Inkwell.
Screws into desk
top. Economical,
noiseless, efficient

Children and Ink!

Children must be taught to use pen and ink. It is hard enough for a child to learn to write, without imposing upon him the unnecessary nuisance of an inkwell that over-loads his pen or gives him thick, stringy ink, that wouldn't write decently for the most expert penman.

The Sengbusch Self-Closing Inkstand takes this difficulty out of the way of child and teacher. It supplies fresh, clean ink, with no possibility of over-loading the pen.

It automatically closes air-tight after each dip of the pen, which keeps the ink clean and prevents evaporation.

The child can't dip too deeply; and as long as the "Sengbusch" inks a pen at all, it inks it properly.

The "Sengbusch" will cut down ink expense 75 per cent. Do you realize that more ink is wasted in blots, on papers, desks, clothes, and floor than is used in writing? Eliminate the blots and you eliminate the waste.

It is a duty we owe the child to give him tools to work with which will teach him methods of economy and efficiency.



The Sengbusch Inkstand sets flush with desk top. No chance to spill. No obstruction to other work. Nothing to play with.

The Sengbusch Self-Closing Inkstand is an educational asset in this particular. It must be seen to be fully appreciated.

Sengbusch Self-Closing Inkstand Co.

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Ask for a Sample

We will send a full-sized model, in desk top, on memorandum, to any school officer. Also one of our regular office desk inkstands which operates on the same principle. Use this for ten days. Determine for yourself whether or not it is a desirable item of schoolroom equipment. If you don't want to keep it, send it back; otherwise remit the price, which will be shown on memorandum bill.

This is a Bona Fide Free Trial offer. We know the Sengbusch Inkstand will prove its own case, if given a trial.

Fitchburg, Mass. A census of the employed students in the high school is proposed by Principal K. L. Morse to determine how many such students find work outside of school hours and what effect their employment has upon their studies. Mr. Morse is of the opinion that the employment of high school students is much greater than ever before and that a great many are backward in school because of it.

The number of high school graduates entering college is increasing each year, according to recent studies conducted by Princeton University. Altho the preparatory school graduates are in the majority, there is a noticeable increase in the enrollment of students from city and country high schools. One of the reasons for the increase is the action of Yale, Harvard and Princeton Universities in eliminating the special examinations and accepting the entrance board examinations.

According to a recent report of the Lexington, Tenn., high school, more than 67 per cent of the graduates have attended higher institutions of learning. This percentage is increasing each year, and in 1916 eleven of the thirteen members of the class were enrolled in college.

The will of the late Mrs. Josephine Dickman of Petersham, Mass., and formerly of New York, includes a bequest of \$2,500 to be used in providing high school students with an education at a higher institution of learning.

EQUIPMENT IN A COUNTRY SCHOOL.

An interesting list of apparatus and equipment is mentioned in the Pennsylvania Educational News Bulletin as existing in a rural school in Potter County. The list includes the following:

Primary Table.

Busy Work: Parqueter Blocks, Bradley's Color Designs, Sectional Animals, Puzzles, Toothpicks, Plan Book (Cut-out designs) Stencils.

Aids: Toy Money, Bradley's Phonetic Word-builder, Phonetic Perception Cards, Dominoes, Domino Number Cards, Fitch Number Cards, Numeral Frame, Fox Spelling Board, Inch Squares.

Play: Indoor Quoits, "Trip Around the World" Game, Magnetic Fish Pond, Meecano Engineering Outfit.

Reference Table.

Miscellaneous: Stereoscope, Six Sets of Geographical Stereographs, Puzzle Map of the United States, Bird Guide, Set of "Arm and Hammer" Bird Cards, Bird Magazine, Flower Guide, Time Indicator of the Globe, Classics from Instructor Literature Series.

Books: Seven Volume Encyclopedia, Wood's Natural History, Legislative Handbook, Agricultural Review, 26 Agricultural and Experiment Station Bulletins, Carpenter's Geographical Readers, Life of Lincoln, Life of McKinley, "Our Islands and Their People" (2 Volumes), Reference Books on Playground, Poetry, Civics, Algebra, etc., "Stories of Starland," Legends of the Red Children.

Commercial Geographical Exhibits.

Philadelphia Museum Cabinet.
Cocoa.
Corn.
Glass (The "Batch").
Cotton.
Cereals.
Wheat.
Petroleum.

Leaflets and Charts.

Outline on Forestry.
Flour and Wheat Primers.
Glucose.
Corn and Its Uses.
Flour Mill.
Dissected Kernel of Wheat.
Manufacturing and Printing of Cotton Cloth.
Coffee.
Tea.
Rubber from Forest to Foot.
Over the Tea Cups.
Standard Oil.
Washday.

PUNISHING THE SCHOOL BOARD.

School board members who, like other public officials, have undertaken unpopular reforms have found difficulty in meeting one discomfiting form of opposition—newspaper ridicule. The following quoted from the Swainsboro, Ga., Forest Blade, will illustrate an attack that un-

doubtedly will cause the members of the local school board to wince for months:

The officials of the Swainsboro school having ordered the pupils to stay away from the moving pictures on the first four nights of the week, with indefinite suspension for each violation of the rule, it is reasonable to believe that in due time these gentlemen will also—

Prohibit the sun from rising in the east.

Object to the wind blowing during school hours.

Make it a misdemeanor to mention the principal's name out loud without taking off hats and bowing to the ground.

Prohibit the reading of all papers, magazines and books.

Prohibit the perusal of the Forest-Blade, upon penalty of a whipping with willow switches.

Forbid the eating of oatmeal, batter cakes or scrambled eggs for breakfast.

Require a military salute upon passing a trustee on the street.

Don the boys in stripes, teach them the lock-step and shave their heads.

Restrict the girls to uniform dresses and destroy the books of all who dare wear silk stockings.

Prohibit the eating of candy, except on Saturday mornings, with a month's suspension for each violation.

Take away the recess privilege from each pupil who listens to a bird sing, admires the blue in the skies, or enjoys the glorious autumn weather.

By doing any of these things the school officials could not make themselves a bit more absurd, ridiculous or preposterous, and as long as they insist on being deliberately silly they ought to make a perfect job of it.

As a matter of fact, the school officials have absolutely no shadow of legal right to deprive any boy or girl of the privileges of a free education, guaranteed them by the constitution of the state of Georgia, because that boy or girl chooses, out of school hours and generally with the consent and approval of the parent, to attend the moving pictures; and if the school officials are not aware of the fact, then we herewith render them the information free gratis.

LAPIDOLITH TRADE MARK Makes Concrete Floors Dustproof and Wearproof

Best for Schools

Little feet scuffling along the corridors or up and down stairs grind up concrete dust in the school house.

Little lungs and throats are harmed by the sharp, silicate dust.

Little breaks or pits in the concrete floors soon grow big and a big bill of expense confronts the school board.

Janitors know they have to work over hours to keep untreated concrete floors clean.

Untreated concrete floors are hard to wash and stay moist for days. Lapidolized floors are washed as easily as hard wood.

Write for testimonials from schools and universities, sample flask and Lapidolized concrete slab. Dept. 22.

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264 PEARL STREET NEW YORK

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They Would Be if You Installed "EBCO" Ventilated Sanitary Fixtures. Made of Vitreous China and Porcelain Enameled



PLATE B-81

**"Ventilation
Insures
Sanitation"**



PLATE C-242

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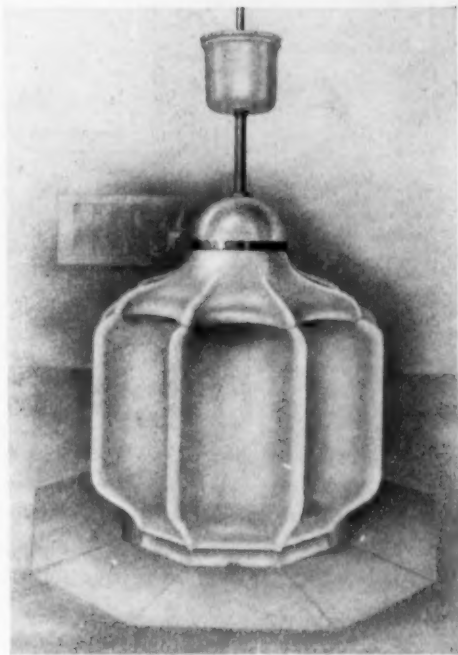


PLATE A-2

THE D. A. EBINGER SANITARY MFG. CO.

NEW YORK CITY, 101 Park Ave.

COLUMBUS, OHIO

MINNEAPOLIS, MINN., 1st. Nat. Soo Line Bldg.

SCHOOL ADMINISTRATION NEWS.

The first step in the direction of community work has been taken at Sandusky, O., with the operation of high school lecture courses. During the past year a series of seven lectures were conducted with a profit of \$500. This year the series was repeated with eight entertainments at \$1.50 and a capacity house. The demand for tickets was so great that a matinee was arranged for each entertainment.

The high school held its first community concert in the school auditorium during the latter part of November. It was an experiment but the responses to the invitations brought out between eight and nine hundred people. A second concert was held in December.

A "Better English Week" was held recently in the schools of Galena, Ill., to emphasize the value of good English in daily oral and written work. In the high school, the teacher of English had charge, in the grades the superintendent directed the program. In outlining the work, the teachers were permitted to use newspapers, posters, class critics or any other means for impressing upon the students the value of English spoken and written.

In addition to the activities of the schools, the Jo Daviess County Interscholastic Literary and Athletic Association arranged and carried out a series of debates to be given by the schools in the county. All phases of school activity are under county organization and the supervisor in charge has done much to create high standards in literary and athletic branches. Mr. B. L. Birkbeck, county superintendent, is responsible for inaugurating and directing this work.

Findlay, O. Writing recently on the progress of the Findlay High School, Supt. J. F. Smith said:

"In my service of 29 years, in this city, I have seen the local high school increase from 69 pupils and a teaching force of two, to an enrollment of 560 and a teaching force of 25. The population of this city in 1888 was practically as large as it is now, about 17,000.

"We are just occupying two new buildings, one with 22 rooms exclusive of manual training and domestic science, the other with sixteen rooms exclusive of these departments. In one of these

buildings we have a complete dental clinic, with chair, cabinet, etc., costing \$1,000. The local dentists give their services in making examination of the teeth of children. A parent who is unable to have a dentist care for any defect may have his child treated free of charge, the dentist donating his time and the board paying for the material necessary to fill the teeth.

"Beginning with the first of January, we have had a school nurse also. For several years we have had a lady truant officer and she has no equal among men. She is also probation officer for the probate court and this added position makes her a most effective official."

The Dewey, Oklahoma, school bears the distinction of being the first school in the United States to work out and use the plan of individual instruction. The children enter the primary grades with all their diversified peculiarities and differences made so by the difference in the homes from whence they come, and are permitted to do the work thru the twelve grades entirely independent of each other.

No student is held back in any subject because of the dullness of some other student or the inability of some other student to get the work. Mass teaching is not a part of the Dewey plan; children are promoted by the problem and not by the day or year. In the reading department where there are say 40 children, each child has a different text from that of any other child. In other words there are 40 different kinds of readers for the 40 children instead of one reader for the 40 children. Last school year one child read 32 books instead of one book.

Each child does his own work in all the subjects, in his own peculiar way. A child may be seated in the sixth grade; he will recite arithmetic in the room in which he is seated, but this same child will probably go to the eighth room to recite his reading. The Dewey school is so organized to permit just what has been said. There are no conflicts any more than there are in the high school. When these occur they are easily worked out. To make this plan possible, special subjects such as music, art, domestic art, expression, manual training, dramatization, etc., are taught.

This is the seventh year for the individual method in Dewey. There are corrections yet to be made, but there is not a doubt but that the plan is there to stay.

Chicago, Ill. The Lane Technical High School opened its second community center season with promises of greatly broadened work. Principal William J. Bogan hopes to increase the work to include plans for all forms of neighborhood entertainment. Among the innovations planned is a civic forum, modeled somewhat on the plan of the Ford Forum in Boston and of the Seventh Ward Forum of Chicago.

Comparative figures on the cost of operating the Denver schools and those of other large cities were contained in an address delivered by Mr. Ben B. Jones of Denver before the recent convention of the Colorado Teachers' convention.

Mr. Jones pointed out that business administration in Denver costs 1.52 per cent of the school fund, which is twice that of St. Paul, or .73 per cent; less than half as much as Louisville, which is 3.77 per cent, Kansas City which is 3.74 per cent, Los Angeles which is 3.23 per cent, and only about one-third as much as Scranton, Pa., which is 4.43 per cent.

The superintendent's office costs 1.05 per cent, which is double that of Detroit and New Haven, and less than that of Binghamton, Jersey City and Scranton.

Supervisors' salaries cost .96 per cent, while San Francisco spends .78 per cent annually. Principals' salaries cost Denver 8.14 per cent, or twice as much as that spent in Seattle, and the same is true of New Orleans, Washington and Indianapolis. Teachers' salaries amount to 69.79 per cent, making Denver fifth in the list of 25 comparative cities.

The annual expense for stationery and supplies amounts to 2.42 per cent, while the average of 25 cities is 3 per cent. The item of textbooks alone costs .81 of 1 per cent, or twice as much as San Francisco, Rochester, New Orleans, and about seven times as much as Milwaukee.

Janitors and engineers cost 5.19 per cent, less than the average in 25 cities, which is 6.13 per cent. Water, light and janitor service costs 2.14 per cent of the school fund; maintenance, repairs and replacing equipment, 4.24 per cent;



Here's a Locker That Affords a Clean Ventilated Place for Clothes

This Locker is especially adapted for school use. Helps to keep the children's clothes in a clean orderly condition. Insures promptness, neatness, and is a factor in the prevention of contagious diseases.

This locker includes four separate hangers, a shelf for small articles, a place for rubbers, overshoes, etc. It is entirely of steel, and has a beautiful baked enamel finish.

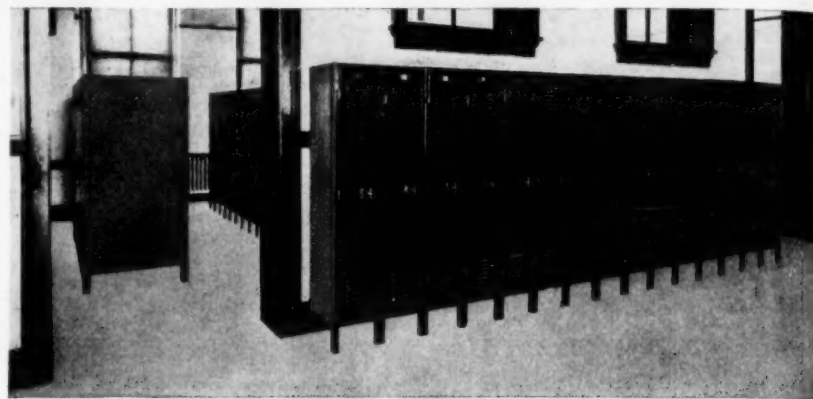
HESS STEEL CLOTHES LOCKERS

will surely meet with your approval. We could say they are exactly what you are looking for, but how should we know? How do you know, unless you see the locker? This is what we will do. Send you a sample locker, "Free of Charge." All we ask you to do, is to examine the construction, finish, re-enforced corners, locks, and pivot hinges. Then return the locker to us, all at our expense. Simply drop us a post-card—we'll do the rest.

Hess Warming & Ventilating Co.

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CHICAGO



Showing Berger's Steel Lockers installed in the hall and clothing room of the Washington High School, Massillon, O.

The Most Satisfactory Solution

Of course, the new school building will have individual steel lockers, as modern sanitation requires a separate place for each pupil's clothing for the prevention of contagion and encouragement of cleanliness and system.

You want the best service you can get, so before making a decision on the lockers for your school, get full information on

BERGER'S STEEL LOCKERS

Strongly and rigidly built, these lockers are finished along artistic lines to harmonize with the attractive interior of modern schools. They are flexible in arrangement, fire retardant and durable.

With our immense manufacturing facilities, we are in a position to give you prompt and efficient service.

Let us know your requirements and our engineering department will suggest the most practical and economical arrangement.

You'll find our prices and proposition interesting.
Write for full details and Folder Y. A. S.

The Berger Manufacturing Co., Canton, Ohio

Branches: BOSTON NEW YORK PHILADELPHIA CHICAGO
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rent, libraries and miscellaneous expense, .75 of 1 per cent.

Chicago, Ill. A hospital room has been established in the Englewood High School at an expenditure of \$84.88. Several serious cases of illness occurred at the school during the fall term and could not be given proper attention because of the lack of a well equipped emergency room.

Ashtabula, O. The school board has co-operated in the establishment of a sight saving school, the purpose of which is to render special service to boys and girls who are suffering from defective eyesight and whose schoolwork is handicapped. The plan provides for the concentration of such children in one school, where the eyesight may be conserved, and at the same time, enable the pupils to progress in their school work.

Minneapolis, Minn. A school dentist has been employed to take care of the teeth of children whose parents are unable to send them to regular dentists. A clinic has been established in one of the school buildings, to which all children are sent for examination and treatment.

Waltham, Mass. Medical inspection is to be extended to children in the parochial schools thru a recent decision of the city health department. It is estimated about two thousand pupils will be affected.

Supt. J. R. Clements, formerly of Grandview Heights, Columbus, O., was elected superintendent at Lancaster, O., in July to fill the vacancy caused by the death of Supt. Lewis D. Bonebrake. The election is for two years at an annual salary of \$2,500.

The following is a brief outline of a few things which Supt. Clements has accomplished since September 1:

1. A universal increase in salary of all grade teachers of \$50 per year has been secured.
2. The minimum salary has been raised from \$47.50 per month to \$50 per month.
3. At the last election, a bond issue of \$250,000 was carried by a vote of almost 2 to 1. This is regarded as quite a victory for the boys and girls as both last year and the year before a much smaller bond proposition was defeated each time. In order to demonstrate the reason

why the bond issue should carry, an elaborate school parade of twenty-five hundred school children headed by the high school band marched thru the city. Each teacher accompanied her school in the parade to show in a concrete form the crowded conditions. The money will be used to build a new North grade building and additions to the high school and to the West building. A Domestic Science center will be established, also a night school along industrial lines.

4. Every teacher in Lancaster (78 in all) is a member of both the Central Ohio and Ohio State Teachers' Associations.

COMING CONVENTIONS.

Feb. 1-2—Southeastern Kansas Teachers' Association at Chanute. Miss Pearl Killion, Secy., Chanute. Probable attendance, 2,500. There will be a commercial and educational exhibit.

Feb. 6-7—Pennsylvania State Association of School Board Secretaries at Harrisburg. A. W. Moss, Secy., Wilkesbarre.

Feb. 8-9—Northcentral Minnesota Education Association at Bemidji. M. H. Aygarn, Secy., Akely, Minn. Probable attendance, 2,000.

Feb. 8-9—Pennsylvania State School Directors' Association at Harrisburg. D. D. Hammelbaugh, Secy., Harrisburg. Probable attendance, 300.

Feb. 9-10—Southern Wisconsin Teachers' Association at Madison. Probable attendance, 1,400.

Feb. 15-17—Southeastern Minnesota Education Association at Winona. H. V. Fick, Secy., Lake City, Minn. Probable attendance, 800.

Feb. 16-17—Connecticut Association of Classical and High School Teachers at New Haven. C. L. Kirchner, Pres., New Haven. Probable attendance, 150.

Feb. 22-23—Central Kansas Teachers' Association at Hutchinson. Eleanor Harris, Secy., Hutchinson. Probable attendance, 1,100.

Feb. 22-24—Southwestern Oklahoma Teachers' Association at Elk City. J. M. Wallace, Pres., Cordell, Okla. Probable attendance, 600.

Feb. 22-24—Western Minnesota Teachers' Association at Montevideo.

Feb. 26-Mar. 3—Department of Superintendence, N. E. A., at Kansas City, Mo. Miss Margaret McGuire, Secy., Philadelphia.

Feb. 28-Mar. 2—National Association of State Inspectors and Superintendents of Rural and Consolidated Schools at Kansas City, Mo., L. J. Hanifan, Secy., Charleston, W. Va. Probable attendance, 150.

SUPERINTENDENTS' SPECIAL TO KANSAS CITY.

As in previous years, Mr. Miles Holden of Springfield, Mass., will conduct a special train to the annual meeting of the Department of Superintendence at Kansas City. The nucleus of the train will be made up of New Englanders who will leave Boston on Saturday morning, February 24 at 9 A. M. At New York City, several cars of superintendents from New York State and New York City will be added, and at Philadelphia, schoolmen from southern New Jersey and eastern Pennsylvania will join the party.

Special arrangements have been made by Mr. Holden for a solid steel, electrically lighted, train with special restaurant car service. From Chicago the party will travel over the Santa Fe directly to Kansas City.

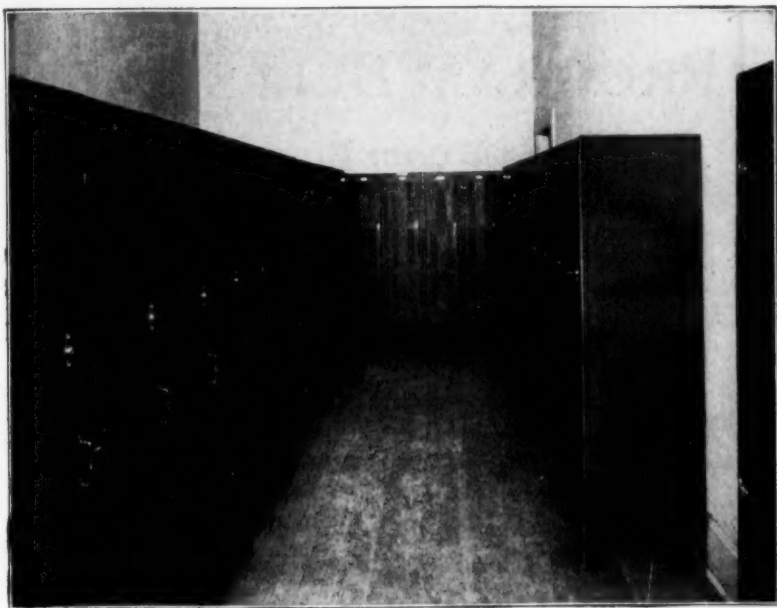
Full information about the parties may be had by addressing Mr. Miles C. Holden, c/o The Holden Patent Book Cover Co., Springfield, Mass.

The National Association of State Supervisors and Inspectors of Rural Schools has announced its annual meeting to be held in conjunction with the Department of Superintendence of the National Education Association at Kansas City, Mo., February 28 to March 2, 1917.

The mid-year meeting of the Deans of Women in Institutions of Higher Learning will be held February 26, 27 and 28, at Kansas City, in connection with the meetings of the Department of Superintendence of the N. E. A. The Conference was organized in New York City in July last, and has applied for admission into the National Education Association. An attractive program will be offered consisting of addresses and round-table discussions of the more important problems of the position.

The officers of the Conference are: Mrs. Kathryn Sisson McLean, Ohio Wesleyan University, president, and Miss Rhoda M. White, State College of Washington, secretary.

DURAND STEEL LOCKERS—Influence



Most children like school. They are willing to play for their school and fight for it, and they like to be proud of it.

They like to feel that it is clean-cut and progressive, well managed and well equipped—the best in the country.

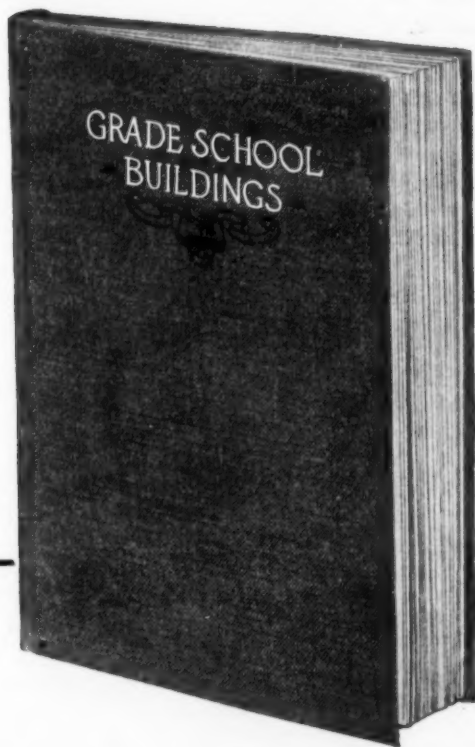
Install Durand Steel Lockers in the school coat room and observe the influence. These lockers give each pupil an individual place for his belongings, clean and sanitary, fire-proof, vermin-proof, and borrow-proof. They promote orderliness, satisfaction and school pride.

Write today for our new catalog showing modern styles of lockers for school coat room and gymnasium

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Prevent Panic-Injury

Panics started by cries of "fire," "rats," "fight," etc., cannot result in disaster or serious injury to inmates of schools equipped with panic-preventing

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Von Duprin

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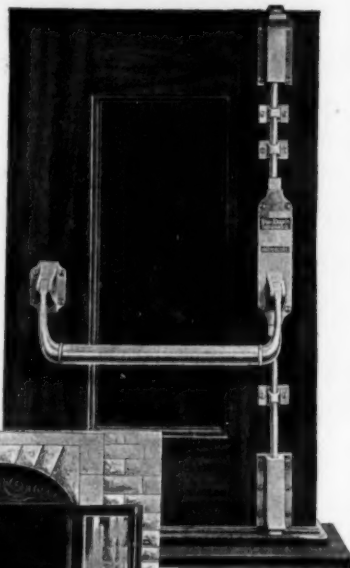
Slightest push or pull on inside cross-bar instantly releases Von Duprin-equipped doors. The smallest child has the same advantage for escape as strongest man. They will respond perfectly even with every spring removed, and are built to outlast the average building. Will never fail to act.

All dealers can supply. Not lowest in price but highest in efficiency—real protection—worth more. Don't permit a substitute that is cheaper to buy, but may be terribly costly when put to test in emergency.

Tell your architect to specify by number and see that his specifications are lived up to. For prices and full details consult pages 597 to 601 Sweets Catalog. Write for Catalog 12-C.

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Metal case—Dust-proof—Enclosed terminals—Triple silver contacts—Agreeable tone, low but penetrating. Black finish.

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Specially designed for outdoor use—Absolutely watertight—Mounted on heavy mat, with hood and guard as a protection against missiles and to prevent birds nesting.

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They have stood the test of time. Send for New Bulletin 15S1. Just out.

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BOSTON and CHICAGO



A TYPE OF THE NEW RURAL SCHOOL.

(Concluded from Page 35)

the first grade under the requirements of the Ohio State Department of Education. The requirements for a standard school are as follows:

1. Clean building and yard.
2. Building in good repair.
3. Separate screened privies for each sex, or inside toilets.
4. A case of not less than six good maps including a map of Ohio.
5. Library of not less than 150 volumes.
6. One hundred square feet of slate or composition blackboard. The lower margin of not less than 12 lineal feet of which board shall be within two feet of the floor.
7. A system of heating with ventilation—minimum, a jacketed stove.
8. Buildings hereafter constructed to have at least three acres of land in connection with each school, one for agriculture and school garden purposes.
9. Three rooms and three teachers or more, one teacher to have at least a three year certificate.
10. A course in domestic science.
11. Two teachers to be employed for ten months each, one teaching agriculture during the school term and to supervise agriculture during part of the vacation. The other to teach domestic science during the school term and to supervise domestic science instruction during part of the vacation.
12. Agricultural and domestic science apparatus to the value of at least one hundred dollars.

During the past summer the school undertook some practical vacation work. A plot of 2½ acres was rented, and the students cared for some twenty apple trees on the plot, and mar-

keted the fruit in the fall. They grew vegetables, tested fertilizers, tested seed corn and made other experiments for the benefit of the community. One plot of potatoes produced at the rate of 295.75 bushels to the acre. Similarly splendid results were obtained in experiments with corn, etc. During the same time, the girls of the school undertook practical work in domestic science, particularly in cooking, in preserving and sewing. Agriculture, manual training and domestic science are regular studies during the school year.

The school is presided over by Mr. A. B. Buroker, principal. The building was designed by Mr. Edwin E. Pruitt, Architect, Columbus, Ohio.

A PRACTICAL LESSON IN THRIFT.

The schools of Washington, D. C., have for a number of years raised funds for playgrounds and vacation schools thru the collection and sale of old newspapers and magazines. In view of the recent shortage of paper thruout the country, one of the local daily newspapers suggested that the school children begin the systematic collection of newspapers. It was agreed that the entire proceeds should be turned over to the schools for such use as they might determine.

The plan which was adopted, had two main objects in view. One was to provide funds for the support of a branch of school work not taken care of by public funds. The second was to give an object lesson in thrift to the pupils and to the community at large.

Altho the plan was taken up by the children, interest in it was not limited to them alone but spread to the parents and to the school and public organizations. The requests of the pupils brought immediate responses in the way of old paper and magazines which had been stored and in the donation of current papers not in regular use. During the five weeks of the campaign, the total collection was 266,081 pounds of paper with proceeds of \$1,568.07.

The work was done in a systematic manner.

A contract was entered into with a paper company to take all the paper which the schools collected. A definite time schedule was arranged with definite days on which paper would be collected and loaded on wagons. All material brought by pupils was arranged in packages of convenient size by the janitor and stacked for weighing. The packages were weighed in the presence of the janitors and proper receipts given.

The campaign has taught the city a very definite lesson in thrift and it is felt that this fact alone is worth more than the money consideration.

HIGH SCHOOLS.

The high school of DuBois, Pa., is keeping up to the standard in modern school practice as evidenced by recent accomplishments. The high school day has been lengthened by about one hour, to give more time to industrial subjects. The board has undertaken the consideration of plans for a new Junior High School which will be closely identified with the Senior School. The new building is intended to relieve the grade schools and to provide for entrance into the Senior School. These changes and improvements have been planned and carried out under the direction of Supt. I. M. Gast.

A mass meeting was recently held in the high school at Aberdeen, S. D., for the benefit of candidates for United States citizenship.

The meeting which was held under the auspices of the Evening School and of the local branch of the United States Bureau of Naturalization, was given over to a greeting by City Supt. H. C. Johnson, to music and to addresses in the various foreign languages by well known citizens and high officials in the courts.

The evening's program was concluded with the singing of the national anthem, My Country 'Tis of Thee.

A recent report of Supt. Frederick W. Robbins of Williamsport, Pa., shows that out of 511 cases of defective vision listed by the Department of Medical Inspection, 244 cases have been corrected. Out of 905 cases of defective teeth, 642 have been corrected. Two open-air schools have been opened with a total enrollment of 55 pupils.

A Symbol and Its Significance

The Symbol

It stands for the **Johnson Service Company**, the largest Heat Regulation Company in the World.

It also stands for **comfort and completeness**. **Safety, comfort and completeness** are the first and most important requisites for modern, up-to-date school buildings. Safety is of course the most important, but comfort, meaning the right kind of hygienic conditions, is almost of equal importance and necessity. Every schoolhouse, to be safe and comfortable, must have a modern heating and ventilating system. To make this heating and ventilating system complete, efficient and healthful, **automatic heat regulation** is an absolute necessity.

The **J S C system** represents the highest development of heat regulation. Thirty years of experience and thousands of splendid, efficient plants in the recognized best schoolhouses in this country have proved all its claims.

The Johnson Service Co.

Milwaukee, Wis.

THE CRYPTIC REPORT CARD.

(Concluded from Page 24)

gust she sincerely felt. "Do you think that fair?"

"Surely," she was answered. "Every mark you put in your book is a guess as to what the pupil deserves; your monthly mark is an average of guesses. I simply make one all-inclusive guess."

"Oh I wish there were some other way of marking!" cried the troubled teacher of English, and,—

"What way for choice?" asked the superintendent with a smile, entering the office in time for the last outburst.

The English teacher pushed her record book from her, and gestured with both hands. "Why I'd rather write a personal letter to every parent in town, than waste my time and theirs with this sort of 'reporting!'"

"And what do you think of it, Mr. Glenn?" asked the superintendent.

Mr. Glenn squirmed in his place. He taught the boys manual training and coached them in their sports, and did both well, but he was young, and the feminine teachers' meetings tried his soul.

"Well," he stammered, "I can tell down in the machine shop whether a fellow's doing good work, or loafing on the job, or feeling sorry for himself, just as I can tell out on the field; and if he doesn't know it, I can put it to him straight. But, when it comes to getting it down in numbers, so many out of a hundred per cent—I'm stuck."

"Should we not remember," put in the mathematics teacher with a general rebuke that swept from young Mr. Glenn to the elderly teacher of

history, "that these percentages are intended to edify, not the pupils, but the parents?"

"That's exactly my point," declared the English teacher. "Or at least, that's exactly one of them. These reports are for the parents, to show how their children are progressing. And who study over the reports? Why, the youngsters themselves. They know well enough how they are getting on; but they are curious to know how they are 'getting' marked."

The superintendent nodded slowly, his smile deepening. It took a real issue to arouse a real discussion in a teachers' meeting.

"Have you a suggestion, Miss Ernst?" he asked of the language teacher.

Miss Ernst attempted forthwith to evolve one. "In the boarding-school I went to," she offered, "we were marked A, B, C, or D. That did away with numerals."

"I should consider that a satisfactory substitute," said the mathematics teacher, to the superintendent's inquiring "Miss Mead." "A could stand for a grade between 90 and 100; B for 80 to 90; C for 70 to 80; D. below 70 —."

"Oh the poor parent," murmured the history teacher with something like a moan. "Percentages are hard enough for him to grasp, with children joggling his elbow, and asking him to sign the card at once, or they'll be late to school. But percentages translated into letters, and then to be turned back into numerals,—it, it seems so cryptic!"

The English teacher applauded softly, seconded by Mr. Glenn, and suddenly by the superintendent. Encouraged, she spoke: "I'd like to say to their parents that Susie Larkin does not volunteer to recite; that Mollie is always behind on her outside reading. 'Does this mean too much outside diversion?' That the work

Horace missed was never made up, and that he is too often absent and tardy; that Turner's themes are improving; also, 'please read them.'"

She paused to draw breath. "I incline toward Mr. Glenn's suggestion," said the superintendent, and as Mr. Glenn looked startled, "I mean 'putting it to them straight.' Why not have three words,—say, 'Good,' 'Fair,' and 'Poor,' with an occasional 'Excellent,' or 'Failure.' Everyone can understand reports like that."

The grateful teacher of history, the impatient teacher of languages, the matter of fact teacher of manual training, and even the accurate teacher of mathematics were complacent. At an appealing look from the teacher of English, the superintendent elaborated.

"The report cards," he conceded, "or better still, paper slips, might be so printed that after each word stating the grade of the pupil's work, there be a blank line left, which the teacher at will may fill in with a personal note."

"If a personal note from me should bring one parent voluntarily to this school," declared the English teacher, "I should feel satisfied with my whole month's reporting."

Major Slaton Passes On.

Mr. William F. Slaton, for 28 years superintendent of schools at Atlanta, Ga., died on November 29 at the age of 85. Major Slaton was for many years a leading figure in Southern education. He was one of the prominent representatives of the South in the National Education Association and continued in active service until nine or ten years ago. Major Slaton was a graduate of Emory College, he taught at Oak Bowery, Ala., and Auburn, Ala., and in 1874 was elected principal of the Atlanta high school. In 1879 he was made superintendent of the Atlanta school system. He is survived by seven children, among them former Governor John M. Slaton of Georgia.

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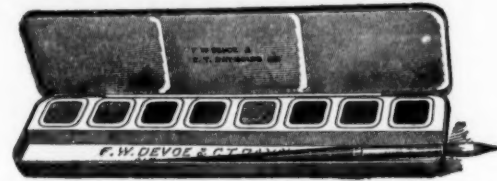
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of Crayons and Chalks"



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(Put up in metal boxes if
desired)

If you have pupils who need water color boxes for the new year, recommend Devoe Colors because they're true colors of unusual strength and blend perfectly.



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Made by Devoe, the oldest and largest makers of colors and brushes in America.



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Try Devoe wood stain in powder form, ready to dissolve in water for manual training work. Write for sample card.

Everything for school art and drawing work.

Ask Dept. 5 for special school catalog.

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Chicago

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New York

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Kansas City

RECENT SECONDARY AND TRAINING SCHOOLS IN ENGLAND.

(Continued from Page 38)

an attempt has been made to introduce the color spirit which governed a great amount of the earlier work of English builders in middle ages.

The building stands on the top of a double terrace and below these are the playing fields. Around the site and the main building are plenty of trees and shrubs to make the site an ideal one for a school of the kind.

In the Edinburgh Training School for teachers the arrangement is shown in the two plans and half-tone illustrations. The building contains numerous lecture rooms, laboratories for science, nature study, psychology and pedagogy, art room, handwork rooms, three large gymnasias, library, hall for 800, dining hall and common room for the students.

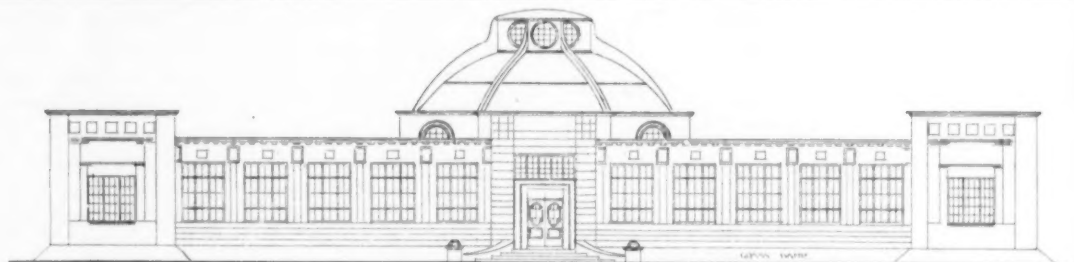
In addition accommodations are provided for medical inspection, the director of studies, principal and administrative and teaching staff. Several rooms are fitted for lantern work while the hall is supplied with a motion picture machine.

The school is built of stone having a cube stone front with ashlar and coarser quadrangle walls.

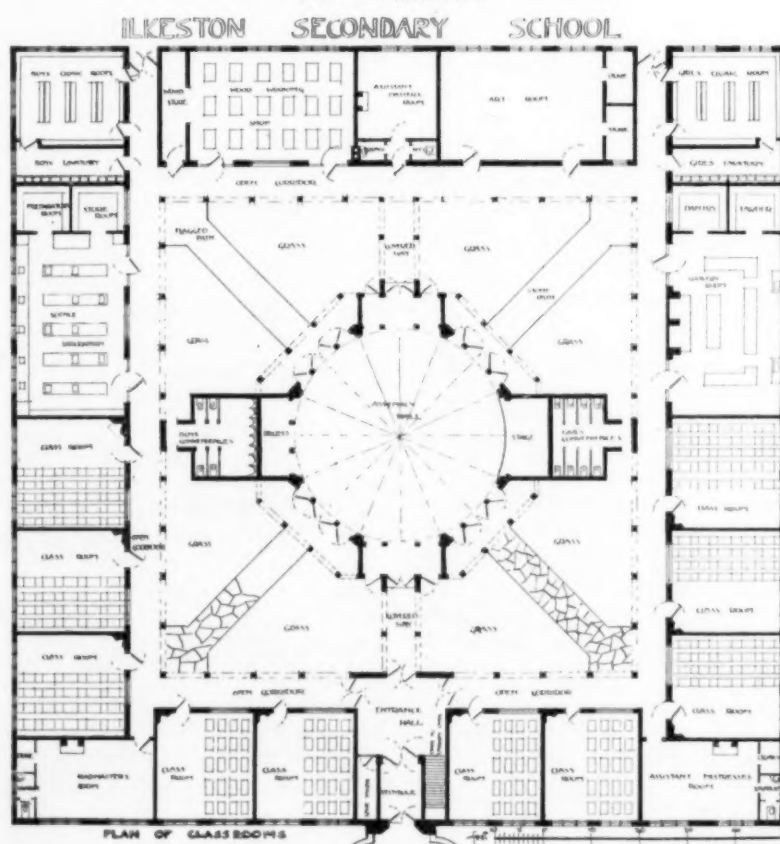
The interior finish of this training school is very complete. The rooms in the most of cases have wood dados with plaster walls and ceiling. All classrooms have level ceiling and only in the case of upper practical-arts classrooms a small portion of camp ceiling is formed.

In this school all the classrooms are arranged suitable for cross ventilation which of course simplifies very much the design of the windows.

Double hung windows are used in the training school. Many have transoms which means that in the extra tall windows the portion below the stone transom is double hung while the upper acts as a fanlight opening with a geared fitting.



FRONT ELEVATION

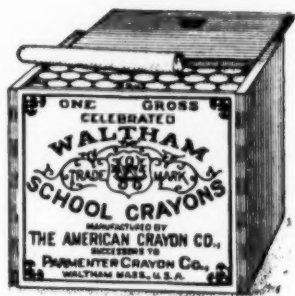


PLAN OF GLASS ROOMS

Paper and Tablets Have Doubled in Price. Pencils Have Advanced

You can help cut down the high cost of writing materials for the children by arranging for more individual work at the blackboard. Crayons are inexpensive.

Use the best, buy the celebrated Waltham brand or the Hygieia Dustless.



THE AMERICAN CRAYON COMPANY

Established 1835

Of Course

The windows in this design are no doubt divided for external effect which is a questionable method, as in my opinion all methods of dividing the sash which diminish the light and are troublesome to clean and to repair should be avoided.

The heating is by means of low pressure hot water and the cross ventilation between the classroom and the corridor window is augmented by extract ducts leading to the fan chamber.

The teacher training school which is only recently open is quite apart from the adjacent elementary (primary) school which is used as a demonstration school where the methods of teaching are practically demonstrated and are carried out in the last year of study.

The cost of the training school including furnishing was £53,500.

AUTHORITY OF TEACHERS.

(Concluded from Page 30)

under age, he thereby waives any privilege which his age confers" (24 Am. Rep. 769).

Similarly the Supreme Court of Maine has said: "It is not necessary to settle the question whether one living in the district and not being between the ages of four and 21 years can, with propriety, require the instruction of town schools. If such does present himself as a pupil, is received and instructed by the master he cannot claim the privilege, and receive it, and at the same time be subject to none of the duties incident to a scholar. If disobedient, he is not exempt from the liability to punishment, so long as he is treated as having the character which he assumes. He cannot plead his own voluntary act, and insist that it is illegal, as an excuse for creating disturbances, and escape consequences which would attach to him either as a refractory, incorrigible scholar, or as one who persists in interrupting the ordinary business of the school" (27 Me. 266).

While adult pupils, as a matter of legal right, cannot claim any exemption from the rules of the school it is believed by virtue of analogous decisions that the rules themselves may be made to apply differently to various classes of students (Cooley's Constitutional Limitations, p. 555; 6 R. C. L., p. 397). All that is required is reasonableness in the classification of students and generality in the application of the rules to the members of each class. "Age and sex always have been marks of classification in public schools thruout the history of our country," said the Supreme Court of the United States, "and the Supreme Court of Nevada well held that the trustees of the public schools in that state might send colored children to one school and white children to another, or they might make any such classification as they should deem best, whether based on age, sex, race, or any other reasonable existent condition" (95 U. S. 504; 7 Nev. 342; 87 Ill. 303). Consequently, it is submitted that the distinction between minor and adult pupils, male and female pupils, grammar and high school pupils, seniors and lower classmen, and doubtless other classes of pupils may reasonably be made the basis for the grant of different school privileges.

It may be noted in passing that the fact that a pupil has not yet reached the age entitling him to the right to attend the public schools does not deprive the teacher of his power of discipline. This is because the parent has control over such a child, and by sending it to school he delegates his authority to the teacher. Dicta to this effect was expressed in the Iowa case above considered, the court saying: "If a child a few months younger than five years (the minimum school age in Iowa) should by misrepresenting his age, or by mere sufferance, be

allowed to attend school and enjoy its privileges and advantages, would a teacher be liable to a prosecution for assault and battery, if he should inflict reasonable and moderate chastisement upon such pupil for conduct tending to destroy the order of the school and lessen the means of imparting instruction to others? Manifestly, it seems to us, he would not" (24 Am. Rep. 769).

BUILDING AND FINANCE.

The State Education Department of Maine has prepared a budget of \$751,990 for the year 1917 and \$722,690 for 1918 including the amounts for normal schools. The amounts are exclusive of the school and mill funds which are estimated at \$750,509.60 for 1917 and \$747,460 for 1918.

Probably the largest appropriation which the state budget committee of North Dakota has been called upon to make, is the request of the state superintendent for \$610,200 with which to conduct the state department during the year. Some of the items listed are \$170,000 for state aid for high schools, \$272,000 for state aid for rural schools, \$12,000 for county agricultural training schools and \$10,400 for teachers' institutes.

Birmingham, Ala. The school property comprises 45 school buildings and furnishings valued at \$1,471,966.30. The most valuable building is the Central High School which is valued at \$164,889.87.

Haverhill, Mass. Penny lunches in the schools have been self-supporting, according to a recent report of Miss Gertrude Simonds. The expenses are kept down to a minimum, these including the wages of a cook and the fee for drayage in transporting the food to the schools. Children of the upper grades assist in washing dishes.

San Antonio, Tex. The cost per student, for elementary education is \$33.55 and for high school education \$73.66. The total enrollment has reached 18,166 or 16,222 in elementary schools and 1,944 in high schools.

The state of Michigan has 7,337 school districts, 845,754 pupils and school property valued at \$53,347,934, according to State Supt. F. L. Keeler.

DEPARTMENT OF COMMERCE, Washington, D. C.

Shortage of Paper Material

Save Your Waste Paper and Rags

The above is the heading of a bulletin issued by the Department of Commerce on the importance of saving all paper materials. The scarcity of raw materials is causing paper to advance in price beyond all previous marks. Help the country by saving your waste and profit by the high market by baling it in

The Alsteel Fireproof Baler

You will then be in position to sell your waste at a price that will return you from 100 per cent to 500 per cent annually on the investment. In addition, you will add to your fire protection by storing your waste in a fireproof receptacle. Baled waste has a market value and is safe to store. Loose waste is a fire hazard and worthless.

Write for catalog, information relative to paper market, and our SPECIAL PROPOSITION TO SCHOOLS.

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BATTLE CREEK, MICH.

Why Pay Four Times Too Much?

Your present cost is about \$5.00 per year for each classroom and the corridor and cloakroom space that goes with it.

The cost ought not to be more than \$1.00 per classroom for each school year.

Send for folder "Faster and Easier Dustless Sweeping."

And Save Four-fifths of Your Sweeping Bill.

Continued Kerosene Sweeping Leaves the Floor White, Hard, Smooth, No Grease, No Spots, No Dust left on the floor.

Guaranteed to wear longer than \$6.00 to \$10.00 worth of ordinary brushes; to last longer than \$25.00 worth of "Floor Compound" or "Floor Oil." One Brush should sweep the equivalent of four to six classrooms, with halls and cloak rooms, at least a year, with no cost for "Compound" or "Powder" or "Floor Oil."

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Ask for as many brushes as you may wish to try.

MILWAUKEE DUSTLESS BRUSH COMPANY
Making Guaranteed Brushes Since 1889
102 Twenty-Second Street
MILWAUKEE, WIS.

A total of 20,161 teachers are employed at salaries amounting to \$11,932,392. The total net receipts for the year were \$20,602,021 and the expenditures were \$22,384,233.

A standard accounting system for the schools of Vermont has been recommended by Dr. M. B. Hillegas, State Commissioner of Education. At present, the various cities and towns in the state use slightly different accounting systems and these differ from the method of the State Board of Education. The result of this lack of uniformity has made it difficult to verify reports or to obtain accurate statistics for special occasions. A uniform system thruout the state would make the state reports and also the federal reports simpler and easier to compile.

THE SCHOOL GYMNASIUM.

(Concluded from Page 22)

gether. With the location of the gymnasium elsewhere to its manifest advantage, much desirable basement space will be released for these other purposes, such as bowling alleys, handball courts and swimming pools.

A good gymnasium will include in its equipment a running track that may also be used as a visitors' gallery on special occasions. The social as well as the general administrative values of such a provision are realized by few teachers. The use of a gymnasium is easily doubled by a suitable track. It is interesting to note in this connection that school children are more defective in running than in any other major physical activity.

Provision for the attachment of suspended apparatus will give careful consideration to the problems of safety, accessibility for examination, arrangements for clearing away for games, and ease of handling.

Gymnasium walls should be free from projections and ledges so that they may be used for handball courts. Calisthenic apparatus can be more conveniently stored in lockers mounted on trucks instead of being hung on the walls.

IV.

Some communities desire an assembly room and also a gymnasium in the same building, but having insufficient funds to provide both, compromise by building an assembly room to serve also as a gymnasium. The result usually is that they never have a real gymnasium. Considerations of storage, lighting, decoration, windows, etc., are usually decided from the point of view of the auditorium. Consequently suspended gymnastic apparatus is omitted. Protectors for electric fixtures and screens for windows are considered disfiguring and are left out. The room is used as a gymnasium only for a limited range of the less valuable activities.

A gymnasium can function for every purpose of an auditorium without loss of efficiency. The converse is seldom found to work. Under the conventional school system, the gymnasium uses of a room will be five to ten times as great as the assembly uses. Economy would dictate the design, and equipment of a gymnasium, with secondary but definite consideration of its use for an assembly room where both are impracticable. Under the Gary system the expense of an assembly room and separate gymnasiums for boys and girls is balanced by the saving of classrooms.

TO TABULATE SCHOOL BUILDINGS.

(Concluded from Page 31)

State number of rooms to be devoted to special work, i. e., work requiring a special equipment and layout of room such as physics, chemistry, drawing, manual training with estimate of pupils in each such room.

Rule 5. Costs.

The cost of the building should include the general contract and any sub-contracts pertaining to the general construction of the building, as for example, excavating, masonry, steel construction, carpentry, sheet metal work, roofing,

painting. All contracts for electrical work, plumbing, vacuum cleaning, sewage disposal, heating and ventilating elevators or any other contract for any part of the building not included above.

Rule 6. General Description.

A general description of the building should be given, stating the materials used, whether the building is constructed entirely of fireproof material, of semi-fireproof, or constructed entirely of wood.

School authorities and architects who are interested may obtain full information and charts for recording tabulations by addressing Mr. Frank Irving Cooper, 33 Cornhill, Boston, Mass.

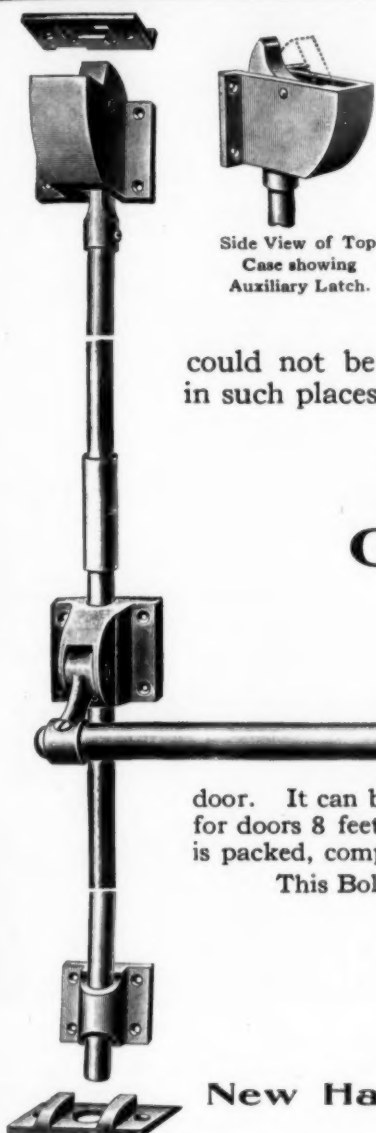
TEXTBOOK NEWS.

The third annual convention of the Eastern Gregg Shorthand Association was held December 1-2, at New York City. Dr. John F. Forbes, Principal of the Rochester Business Institute, delivered the president's address, speaking on the subject, "The Educational Value of Shorthand."

The other addresses were as follows: "The Shorthand Class in the Evening School," by Mr. C. J. Terrill; "Methods in Class Instruction," Miss Emma J. Johnson and Miss Dorothy Greenberg; "The Correlation of Shorthand and Typewriting," Mr. A. W. Welch; "The Demand for Professionally Trained Teachers," W. G. Thompson; "Forces Behind the Growing Importance of Commercial Training," Mr. J. L. Harman.

The officers elected were: President, Mr. Freeman P. Taylor, Philadelphia, Pa.; first vice-president, Mr. Aaron W. Welch, East Orange, N. J.; second vice-president, Miss Sally Parker, Richmond, Va.; secretary-treasurer, Mr. Walter E. Ingersoll, New York, N. Y.

Mr. Atanasio Montoya, superintendent of schools for Bernalillo County, New Mexico, was re-elected in November by the combined popular vote of the two political parties. He had been nominated unanimously by both conventions and his name appeared on both tickets.



Side View of Top Case showing Auxiliary Latch.

Fire! Fire!! Fire!!!

EVERY disaster in school, theatre or factory emphasizes the necessity of providing for quick exit from buildings where people gather, in case of panic caused by fire or in other ways. At the first alarm every one rushes to the exit doors, to get away from the danger inside, into the safety of outdoors. If the doors cannot be opened, the people are trapped and disastrous results follow. There are thousands of schools which have doors that could not be opened quickly—perhaps not at all—in case of fire or panic. All exit doors in such places should be equipped with the

SARGENT

REG. U. S. PAT. OFF.

Gravity Locking Fire Exit Bolt



door. It can be quickly reversed for either right or left hand doors and is easily applied. We furnish this Bolt is packed, complete with its rod, in a separate box.

This Bolt can be supplied in Iron, Brass and Bronze by representative hardware dealers in all cities.

Sargent & Company

Manufacturers of Fire Exit Door Bolts, Locks and Hardware

New Haven, Conn.

New York

Boston

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The Bemis Standard Benches and Vises

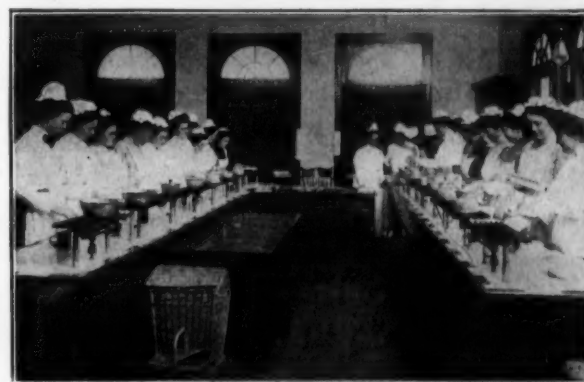


*A Right Bench at Right Price
Look at Vise*

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You can make your own gas, economically, by installing a private gas plant in your school, for your Domestic Science, Chemistry and Physics Department.

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is now used in thousands of schools thruout the United States. Our lighting plant can be used to advantage for heating, cooking, lighting and every purpose to which city gas is used.

We guarantee our lighting plant to give a **most** satisfactory, convenient light and heat for every possible purpose.

Write today for our "school and college bulletin," illustrated catalog and names of users in your vicinity.

DETROIT HEATING AND LIGHTING COMPANY

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OUR PLANS
APPROVED
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AND MEET EVERY
REQUIREMENT
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BUILDING CODE

The ARMSTRONG SECTIONAL SCHOOL BUILDINGS are complete in every detail, having double floors, double side walls and ceilings. With every modern convenience makes them the best **Portable School Buildings** on the market today. With the perfect lighting and ventilation, they are without equal. Our buildings can be taken down and moved to another location without mutilating in the least any of the parts. We can prove it. If you write us what you desire, we will send you full details. We are specialists in Sectional School construction.

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If you are in need of Portable School Houses why not get the best? School Boards in thirty-two states are using our houses. Can furnish references in any section. Investigate before buying. We guarantee our

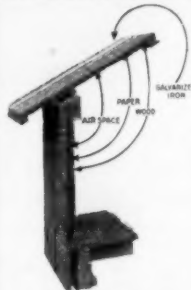
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to be dry, warm and sanitary, as well as thoroughly insulated, well ventilated and with double walls. Sold in any size, open air and two rooms when desired.

Send for Plans and Prices.

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We are equipped to furnish any size building on short notice. Prices of same depend on requirements and State Laws—but in every case are the lowest for quality of material supplied. Remember, this is not a cut lumber proposition, and the cost of erecting is a very small item. While not essential, as any unskilled labor can do it, we will if you desire, arrange to erect all buildings. Buildings can be taken down and re-erected any number of times without marring a single feature.

We have made portable school houses for other people for over 25 years. Now you can buy Bossert Redibill School Houses with all our new patents and improvements direct from us and save money for your school board.

Write us full requirements and we will send details of cost of building completely erected.

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To School Boards-

WORRY no longer about what you will do with your overflow districts; or new districts where you have no appropriation to build on a large scale.

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ALL SIZES—ALL PRICES. WRITE for Free Catalog containing designs, plans, specifications, prices.

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95 Main Street,

SAGINAW, MICH.



SCHOOL LOCKER CATALOG.

The Berger Mfg. Co., Canton, Ohio, who manufacture the well-known line of Berger's Steel Office Equipment, have for distribution to interested parties an attractive little bulletin on school lockers.

It illustrates the many different types and combinations offered in Berger's steel lockers



A Page of the New Berger Catalog.

and the reader can readily determine what particular style of arrangement is best adapted to his requirements.

The materials used and the construction details are briefly but thoroughly covered, while the standard sizes and code words are also given.

A copy of this bulletin will be sent on application to The Berger Mfg. Co., Canton, Ohio.

HILL STANDARD ISSUES NEW CATALOG.

The Hill Standard Manufacturing Company, of Anderson, Ind., who are manufacturers of the famous line of "Fun-Ful" Playground Apparatus, are now offering a complete line of fully guaranteed playground apparatus and athletic goods.

The athletic goods consists of baseballs, bats, gloves, mitts, protectors, basket balls, volley balls, playground and indoor baseballs, tennis goods, etc.

The playground apparatus consists of various equipment especially adopted for school use, both indoor and outside.

A new catalog is now being printed and will be off the press in a few days. This will be sent gratis to school people and requests should be sent in immediately so as to be assured of a copy.

Requests should be addressed to the Hill Standard Manufacturing Company, Anderson, Ind.

THE VICTOR IN RURAL SCHOOLS.

A most suggestive pamphlet for the use of the Victor Talking Machine in country schools has just been issued for distribution to school authorities.

The pamphlet includes a dedicatory statement by Dr. P. P. Claxton, United States Bureau of Education; a foreword by Mrs. Frances E. Clark; and brief illustrated articles by country teachers who have used the Victor with effect in their schools.

The body of the pamphlet contains a list of twenty-six records for the country school which are suggestive for initial use and which can be bought at a low cost. A supplementary list of some fifty records is appended. Following the lists are brief descriptive outlines for teaching each of the original twenty-five records, biographies of the Victor artists represented in the songs and instrumental music, and brief stories of the lives of the composers.

School authorities who may be interested may obtain a copy of the pamphlet by addressing the Victor Talking Machine Company, Camden, N. J.



Newly Enlarged Plant of the Hill Standard Mfg. Co., at Anderson, Ind., where the Fun-Ful Play Apparatus Is Manufactured.

Applied Business English and Correspondence

by Hubert A. Hagar and Rupert P. SoRelle

Trains students to handle correspondence in forceful and effective way.

Troublesome points in Grammar, the Use of Words, and Punctuation are explained and drilled upon.

Construction of Business Letters to secure brevity, clearness, courtesy and personality thoroughly taught.

Extracts used by Butler Paper Company and other large firms in their house organs.

Each lesson complete in itself.

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by Rupert P. SoRelle

Teaches the manifold office duties that perplex the ordinary "beginner."

Supplies a training that could only be duplicated by years of experience.

Chapters are followed by problems to be worked out by students, giving enough practice to insure perfect execution.

The Standard Oil Company and John Wanamaker's have installed this text in their corporation schools.

Examination Copy to Teachers, 75c

The Gregg Publishing Company, Dept. S. J.
New York Chicago San Francisco



I CAN'T ADD

without a feeling of nervous insecurity," said a business man here today.

"Of course, when I went to school," he continued, "we spent most of our time on Apothecaries' Weight and Cube Root and Repetends and Circulating Decimals and things like that. So now when I have to do any Long Division I bring it into the office and do it by machinery."

Fortunately today the emphasis is being placed squarely on the all-important fundamentals; on constant applications to the life of normal children and their normal needs; on unceasing drill on the essentials; on thoroughness, interest and good sense.

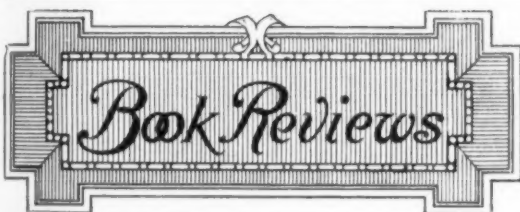
If you believe in this sort of Arithmetic you will believe in

The Wentworth-Smith Essentials of Arithmetic "THE EFFICIENT ARITHMETIC"

Send for "The Story of Annabel Moore," an amusing story that will provoke thought.

GINN AND COMPANY

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Webster's Collegiate Dictionary.

Third edition, 1,248 pages. Price, cloth, \$3; buckram or sheep, \$4. G. & C. Merriam Co., Springfield, Mass.

Webster's Collegiate Dictionary has endeared itself to thousands of students and general users since its first appearance in 1898. The writer of this notice has at all times preferred the volume to the large, bulky unabridged because of the handy size, the possibility of quick reference and the concise, complete definitions.

The present book is in every sense a new work and resembles its predecessor only in plan and size. Thruout the vocabulary, which exceeds 97,000 words, there is evidence that the pronunciations, etymologies and illustrative examples have been based upon the newest "international" and have not been copied from the earlier "collegiate." The compilers have given space to several thousand technical and scientific words that have been popularized in the last five years. This feature is especially noticeable in the field of aviation, the automobile, wireless telegraphy and warfare.

In general the simpler American spelling has been used in the book in preference to the longer British forms. The "simplified spelling" forms adopted by the N. E. A. and used so extensively at present have been omitted and will undoubtedly be missed by general readers who are seeking authority for forms which they see in many periodicals.

The book is strong in its presentation of synonyms. For the most part this department of the book is a reproduction of the same department in the International and is, therefore, especially complete.

The supplementary vocabularies of the book include an enlarged list of rimes, a Scottish glossary, a biographical dictionary, a gazeteer, a

collection of Christian names, a list of foreign words and phrases and a list of abbreviations. Several pages are devoted to rules of punctuation and capitalization, printers' marks and arbitrary signs and symbols.

The book appeals to the reviewer as a big advance over the previous volume and, all in all, the most useful dictionary for the school and the office.

Form and Function of American Government.

By Thomas Harrison Reed, A. B. L. L. B. Illustrated, 549 pages. Mailing price, \$1.62. Published by the World Book Company, Yonkers-on-Hudson, New York.

The author, who speaks from the standpoint of an instructor, not only describes the structural form of government, as this is done in all textbooks dealing with government, but also goes comprehensively into the functions of government.

At a time like this when an American citizenship has its eye constantly upon the factors of government, the book is most opportune. Too long we have lived under the impression that government is only constituted to maintain law and order, protect life and liberty, and maintain an open roadway for all legitimate and honorable activities.

But, modern government goes much further. It assumes a beneficent and co-operative attitude in promoting the economic, intellectual and physical welfare of its constituency.

This textbook deals with the function of government and the manner in which government may be of service to the individual as well as to a collective citizenship. Much of the material presented here would prove both interesting and valuable to the average citizen.

Moni the Goat-Boy.

By Johanna Spyri. 72 pages. Price, \$0.50. J. B. Lippincott Co., Philadelphia, Pa.

This German classic has charmed children in every European country. The present book is an attractive gift book as well as a practical school-library reader.

Short Stories for High Schools.

By Nellie O. Plee and Edwin L. Miller. 246 pages. Price, \$0.36. Lyons & Carnahan Co., New York.

Five fundamental types of the short story are presented in this book: Stories of local setting, stories of emotion, stories of character, psychological stories and stories of adventure. The reviewer has not seen a better collection for high school use. Not only is every story an acknowledged masterpiece; it is certain that none will fail to attract and hold the interest of high school students. Some of the suggested readings are not so well chosen and will prove objectionable, especially for immature young folks.

The Law of the Public School System of the United States.

By Harvey Cortlandt Voorhees. 429 pages. Price, \$5, net. Little, Brown & Co., Boston.

This work is so timely and valuable that a copy ought to be in every school board office and in every school attorney's library. While it is true that school boards in some states have enjoyed comprehensive books on school law, as for example, Bardeen's in New York State, there has been a great need for a general work.

School boards in exercising their legislative, executive and judicial functions are constantly confronted with problems of the legality of their rules and regulations, of their own acts and of the acts of their agents. A work like the present is invaluable in judging of their rights and liabilities in employing or discharging teachers, in suspending and expelling pupils, in making contracts, etc.

The book digests upward of two thousand cases which are of precedent making character. In addition to general principles the decisions cover questions of school districts, of school property, of school officers, of teachers, of pupils, of rules and regulations, of books and studies, of school funds, and of taxes. A final chapter presents a masterly synopsis of the principal school statutes in each of the states. The book is fully annotated and cross indexed.

A Child's Book of Holiday Plays.

By Frances Gillespy Wickes. 209 pages; illustrated. Price, 50 cents. The Macmillan Company, New York.

This book is rightly named. There is a play for each one of the great holidays of the year. May-day and St. Valentine's day are included in this list. The plays, "The Little Patriot," "Baucis

(Concluded on Page 65)

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ANALYSES. Each proof is preceded by a careful analysis of the theorem or problem, clearly indicating the method of attack.

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TRIGONOMETRY AND CO-ORDINATE GEOMETRY. A few pages are devoted to the rudiments of these subjects, to indicate their use in the study of geometric figures.

QUESTIONS AND SUMMARIES. These are placed at the ends of chapters, and will be found helpful on reviews.
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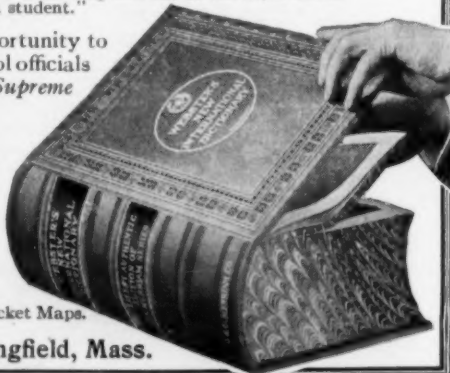
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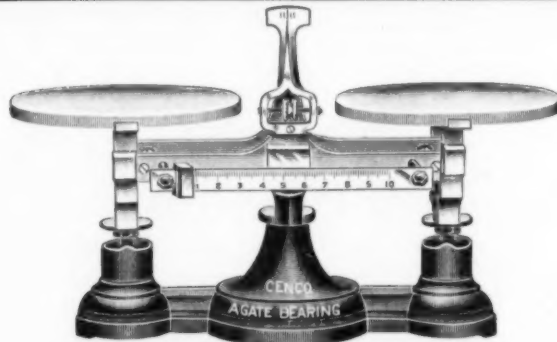
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(Concluded from Page 63)

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By Jennie Hall. Edited by J. Montgomery Gambrill and Lida Lee Tall. 448 pages. Price, 76 cents. Silver, Burdett & Company, Boston, New York, Chicago.

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Paul Revere.

By Belle Moses. 270 pages, illustrated. Price, \$1.35, net. D. Appleton & Company, New York.

Paul Revere was well-born. His Huguenot father and his Puritan mother dowered him with alertness, resourcefulness, and a passion for freedom in thought and action. This delightful book tells of his childhood home, his training in his father's shop as a goldsmith, his early marriage, his work as a member of "The Sons of Liberty." The keen ear, quick eye, courage, and sagacity of Paul Revere made this body often send him with important messages to New York, Philadelphia, and other distant points. In those days these were long, hard, even dangerous journeys.

So, in 1775, Paul Revere was naturally the one to take a midnight ride and "spread the alarm thru every Middlesex village and farm, for the country folk to be up and to arm." Forty years of activity followed this episode. His skill as an engraver made him the cartoonist of his day. For the good of Massachusetts he made and supplied the Continental army with tons of gun powder. His largest venture was building, equipping, running a copper rolling mill and for a long time Revere and Son were the only manufacturers of sheet copper in America. Year in and year out he was a man of influence and a leader among the masses. In a ripe old age he was gathered to his fathers and his name and fame were becoming dim, when Longfellow's poem gave him a place among the immortals. But the brave deeds of Paul Revere were many and were all the outcome of a brave life.

An Introduction to Greek Reading.

By George Robertson. 113 pages. Price, 75 cents. Cambridge University Press.

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Edited by James C. Bowman. Cloth, 313 pages. Price, \$1. D. C. Heath & Company, Boston, New York, Chicago.

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ure found in forest and in farm is told by John Muir and John Burroughs. Man's mastery over the crops and the domestic animals forms the theme of other selections. Social and economic conditions of country life have a place. All this variety is told in descriptions, narrations, short stories.

Since analyses are a part of the introduction, these selections are to be studied. It is certainly well to think of the theme, the dominant emotion, the plot, the style. The critical study defines ideas, but may it not hinder a full enjoyment of these masterpieces? At all events the author has succeeded in his attempt "to indicate some of the more important pleasures with which country life may be enriched."

Plane Geometry.

By Edith Long and W. C. Brenke. 276 pages. List price, \$1. The Century Company, New York.

The beginner's point of view is here the authors' point of view. Thus definitions of angles are supplemented by several pages of work upon angles. In this way a definite conception of angles is gained and early work in triangles becomes relatively easy. This instance illustrates the general plan of the book.

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STANDARD TESTS IN SUPERVISION.

(Continued from Page 18)

many practical objections to the use of these scales for supervision that you seem to be overlooking altogether." Accordingly, let us examine the most common of these objections.

First is the one that teachers will not give the same rating to the same sample on the same scale. That is, one experienced teacher will rate a sample as 9 on the Thorndike scale while an equally competent teacher will call it 10, and a third teacher just as good may call it 8. Indeed, someone may assert that these variations with the use of the scale may in some cases be even greater than the teachers would have if they did not try to use the scale. This, however, is really exaggerated altho I believe in at least one experiment with the Hillegas composition scale some judges varied more with it than without it. But even if there is variation, it does not mean that the scale is useless. No two people read off precisely the same measurement of an article on a yardstick or a temperature on a thermometer. Most of us recall that as students or teachers of physics we emphasized this fact in some of the laboratory work. But these people come close enough together to make the yardstick and the thermometer exceedingly useful to us as scales. The variations now complained of in the use of the standard scales in school work will certainly grow less and less as these scales are perfected. Good examples of this sort of improvement are found in the Harvard-Newton Composition Scale and the St. Louis Principals' Handwriting Scale which have accompanying notes telling just why each sample is better than the next lower and poorer than the one above. And even now these scales are far more perfect than were the thermometer, weights, and measures, yardsticks, laws of

rhetorical excellence, telephone, typewriter, adding machine and electric car, at corresponding stages of development. Just as it would have been a calamity for these devices to have been thrown aside because of early imperfections, so it would now be a catastrophe for us to throw aside these standard tests and scales because they are not free from error.

Moreover, in actual work with the scales, it is very easy to find which teacher varies less in using them. Just as a superintendent picks out his best teacher to teach art, so he can pick out his best teacher for grading penmanship whenever he needs such grading. For practical purposes the best teacher to grade penmanship will be the one who is nearest the middle of all presumably competent teachers for such work, in her estimates of a lot of samples.

A second objection is that the use of such scales and attempts at standardization are not for the best interests of the pupils. This depends solely upon the way these tests are used. If the attention of the teacher is directed only to making a high average for her room or to getting a high per cent of perfect scores as in the new efficiency measure of Courtis, the test may be harmful. This measure is found by getting the per cent of pupils that get right every example they attempt. At present this measure ranges from only 5 per cent to 20 per cent of the pupils thruout the country. To bring it up, the teacher obviously would have to drill hard only about a fifth or less of her children. She may thus tend to select out her bright pupils and drill them to the limit while neglecting the ones who most need the drill. Such work on her part will bring up her efficiency mark as nothing else will.

On the other hand, if the tests are employed intelligently, the variation of the individual

pupil from the others is emphasized and set down as such and such an amount so that the teacher cannot escape it. After such tests, she can tell precisely which pupils may be released from part of the work in this subject, just which ones are weak and in just what particulars, as is possible by no other means of which I know. In the new Courtis Practice Lessons,¹¹ each child's work is kept by itself and he goes ahead as fast as he can. There is probably no better sample of extreme adaptation to the individual child than is found in arithmetic taught by using these practice tests—that is, for the part of arithmetic they cover. The same is largely true of the Studebaker Practice Exercises in Arithmetic.¹²

Mr. Lane, in the letter previously mentioned, shows that the use of the tests in Houghton did not encourage teachers to neglect the individuals nor to put in too much time on arithmetic. His exact words are:

"The teachers began to think about the scientific treatment of the four operations and started a sort of psychological clinic for those who failed to meet the standards.

"No school work was neglected by this emphasis on definiteness.

"As a matter of fact, only twenty-five minutes a day was allotted to the entire arithmetic lesson and this included the standard tests in their relation to the speed and accuracy of the four fundamentals."

A third, and in some respects the most prominent objection is, that the scales do not measure the really big things in school work. "These scales," say their enemies, "deal with mechanical and formal elements. Education is too spiritual and intangible to be judged by such standards."

¹¹World Book Co., Yonkers, New York.

¹²Scott, Foresman & Co., Chicago.

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with practically every pupil barking away with a bad cold," remarked a teacher who was acting as a substitute in one of our public schools.

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This objection has been especially urged against the Hillegas composition scale which has only bookish samples with practically no allowance for such things as originality or imagination. It is also much used against the Courtis tests.

Of course, these scales do not measure the big things in life. No person ever really does that, not even with a thermometer or a yardstick. But there are times when the big issues of life are temporarily subordinated to smaller but more pressing things. When the baby is sick, we need a thermometer, not palaver about spiritual values. When a woman has to make a dress, she needs a pattern or a tapeline not a discussion of the eternal verities. And if these minor matters are promptly and efficiently attended to, there will be all the more time and energy left for the really big things.

We are not indefinite in outside life where it is possible to be definite, or if we are, we are soon outdistanced by those who are definite. Why should we be any more indefinite in school work than we can help? Are not speed and accuracy in the fundamental operations of arithmetic, facility in the formal elements of composition, ability to write legibly and quickly, etc., at times very much needed in school work? Do we not need for them scales just as the man needs the thermometer for his sick child or the woman the pattern and tapeline for her dress?

A fourth objection is that these tests give only facts and results and do not tell what to do. This is really no objection at all, for exactly this is true of all scales or tests in the universe. They do not furnish solutions or brains in education any more than a thermometer registering 102 degrees furnishes such things to a physician. Just as the thermometer gives the physician the basic fact upon which to work, so do these standard tests and scales give the superin-

tendent and others the basic facts about the results attained by his schools, classes, teachers, and individual pupils. And just as the physician from the reading of his scale lays out the treatment for his patient, so does the superintendent from the readings on his educational scales, lay out the treatment for the schools he is supervising.

A fifth and last objection is the usual one that such work takes too much time, money, energy, and worry and is really not worth the expenditure of these things. The only reply necessary here is that this need never be true and in most cases it is not true. For the Courtis tests it need not cost over \$25.00 to test five hundred pupils twice during the year. This is a very small fraction of the amount of money spent on the teaching of arithmetic to that many pupils in any school system.

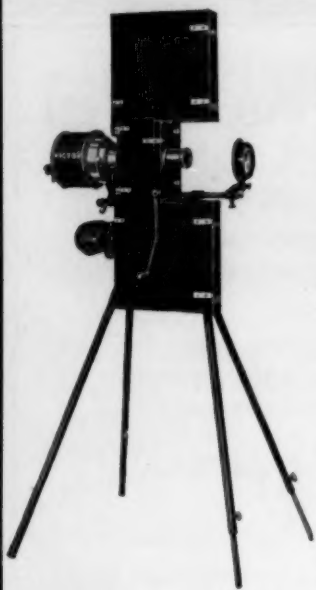
Most superintendents can not tell just how much it costs them to teach one subject. But I happen to have the figures of Supt. J. P. Womack, of Conway, Arkansas for 1914-15. It cost his school system \$1,410 to teach arithmetic to the 675 pupils enrolled in the various classes in the subject. It would not cost such a school system more than about \$20 to give the Courtis test twice to the four upper grades. This would be only about 1½ per cent of the total cost of teaching the subject. Surely, it is worth 1½ per cent of the cost to see that the other 98½ per cent is being profitably expended. The other tests cost less than a dollar each as a rule and utilize material already in the school system.

Of course there is a great deal of mechanical work necessary in assembling data, grading papers, etc. But in a lot of the tests, the pupils themselves can do much of the marking because nothing is left to personal opinion. My own belief is that the school survey as we now know

it is never going to reach its greatest usefulness until there is some chance to get such work in the small cities. The superintendent in such a city cannot as a rule hope for this unless he can get most of the clerical work done for him. He can't ask his teachers to do it for him as pure drudgery—the results would hardly be worth the dissatisfaction aroused in his teachers. But he can get practically all such work done by upper grade and high school students as very fine exercises in their regular school work, particularly in the drill and graph phases of mathematics. This is not mere theory with me for last year I had one of my graduate students, Prof. S. J. Phelps, of the Springfield Normal, utilize the high school students in Gallatin, Tennessee, a suburban town of Nashville, to make a survey of the schools there. Supt. J. P. Womack of Conway, Arkansas, is doing a similar work this year in his city.

The pupils under Mr. Phelps investigated school costs of various sorts, with the latest units advocated for such work; the age-grade distribution and elimination of pupils from the system; the distribution of marks given by the high school teachers; and the lighting facilities of every room. All of this work was done as a part of the regular class exercises. The cost phases were worked out by the class in community civics as part of their study of what the community should provide in the way of school facilities. The class in sanitation and hygiene took the lighting problem. Most of the other work was done by an algebra class. Mr. Phelps had to do what any other superintendent would do in giving the standard tests—make all plans, get blanks and materials, and supervise the work. But the mechanical work after this was done by the pupils with intense interest and in a very little time. One lesson on the graph to

(Concluded on Page 69)



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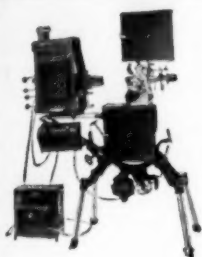


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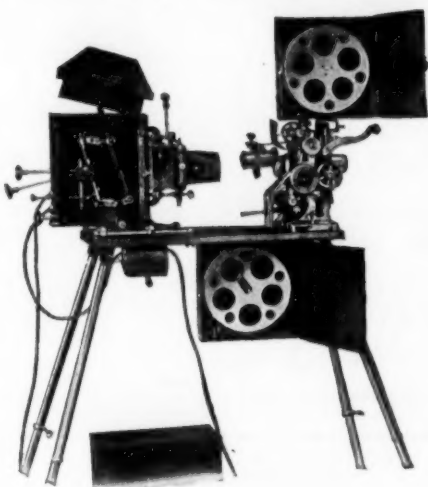
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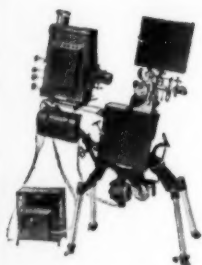


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(Concluded from Page 67)

the algebra class sufficed for all the graphing instructions necessary. A few minutes' instruction on the finding of a median and its meaning gave the pupils all they needed to go ahead with calculating the medians desired. The teachers kept their agreement not to help the pupils except as we asked for it, and the results were passed upon for accuracy and feasibility by a number of experienced superintendents. There can be no question but what these school children did with great interest, profit to their regular work, and a small expenditure of time, exactly the sort of work needed in an extensive use of standard tests.

I am convinced, then, that the work put in on standard tests and scales in any ordinary school system can always be safely compressed within the time at the disposal of the school authorities for such work. There will always be the consciousness that it will produce facts that are real and helpful about the work of that school. All subjects need not be tested in any one year and the work can still be more reduced. The best way of course is to start on the subject that is least satisfactory to the superintendent.

In conclusion, what can a superintendent reasonably be expected to do with these tests and scales? One of my graduate students, formerly superintendent in several small Southern cities, last summer started to work out a scale for measuring the efficiency of a superintendent.

When this man began to work on his scale, I did not suggest any points to him. But when he brought in the first rough draft of qualities for judging a superintendent, I noticed that he had stressed heavily this question: "What use of standard tests and scales have you made in your supervision during the past year?" I also noticed that most of the experienced superintendents to whom he had submitted his scale for

advice on weights to give the different items, stressed that question. Weren't these school men about right? Haven't we reached a stage where every superintendent who claims to be efficient and up-to-date ought seriously to ask himself this question: "What use of standard tests and scales have I made in my supervision during the past year?"

HOW THE SUPERINTENDENT JUDGES THE VALUE OF A TEACHER.

(Concluded from Page 20)

I can find no clearer analysis of the whole subject of this so-called scientific measurement of value in teachers than that given in Prof. Boyce's presentation and, therefore, quote it in part in closing:

"The measurement of teaching efficiency is related to the efficiency of the schools in three fundamental ways: The first way is its help to the selection of teachers and vocational guidance towards teaching. Mr. Boyce argues "that before students can be intelligently directed into the teaching profession, we must have an analysis of the qualities necessary for teaching efficiency, as revealed in successful teachers; and we should have a method of analysis which would reveal the proper place for a teacher with given qualifications and the proper teacher for any given place."

This shows where normal schools would profit as much as public school executives from the operation of this measurement scheme as a help in guiding students to their differentiated courses, and in determining the probabilities of their success.

"A measuring scheme is necessary, second," says Mr. Boyce, "for the improvement of teachers in service. This it does in four ways: (a) It would serve as a basis for self-criticism and self-improvement on the part of teachers; with the standard before them, teachers need not wait

till their weaknesses are pointed out by supervisors.

(b) Such a standard is necessary if the supervisor's criticisms are to be complete and definite and, therefore, properly helpful.

(c) The supervisor would not need to spend energy on all points but could concentrate on those points, where the measurements revealed need of help.

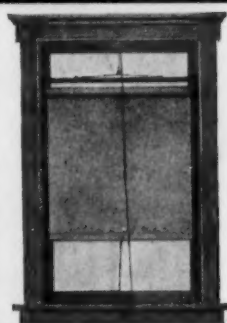
(d) The presence of a definite standard for efficiency would itself be a spur to improvement by laying emphasis on important points.

3. An even more effective spur to efficiency would come thru the application of definite measurements to the determination of promotion and dismissal.

(a) An important application in this connection would be to the salary schedule. The determining factors for salary adjustment are usually sex and length of service. Neither of these factors may properly determine a teacher's salary, unless the school wishes to pay for something other than service rendered. Neither should the grade taught be made the basis of salary. Every grade is worthy of the teacher's best effort. She should be paid according to her efficiency in the place she has, and should be encouraged to improve her value there instead of being encouraged to try for a different grade.

(b) Some scheme of measuring teaching efficiency is needed as a basis for intelligent promotion in position. Promotion should be given to those who show promise of being more useful in a higher place. Politics and favoritism must be eliminated from the election and promotion of teachers and school officers if our schools are to be the efficient organization they should be.

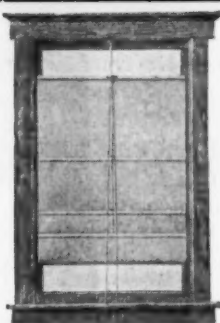
(c) Finally, justice to the teachers' demands that dismissals be made on an impersonal basis of proved inefficiency. Such a basis must be furnished by some method of determining effi-



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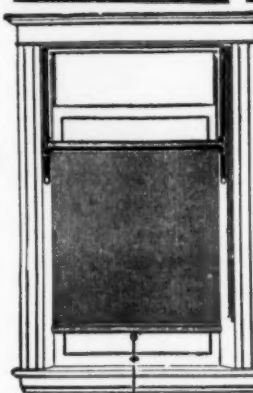
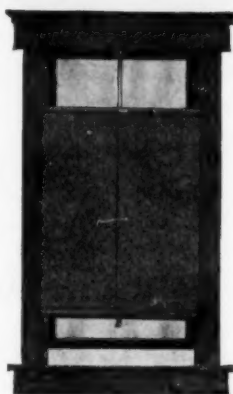
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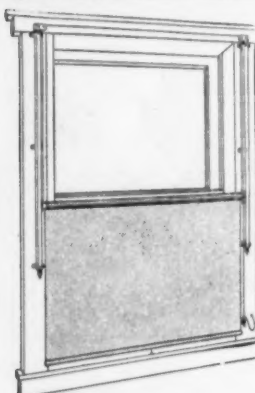
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ciency which will make the cause of failure very clear.

"The instrument likely to be of most benefit to the school in the proper selection of its teachers, in their improvement during service; and in properly rewarding their efforts is a measurement for teaching efficiency which shall be the basis for action in each of these three important phases of the school's relations with its teaching body."

My closing thought is that altho the fallibility of human judgment may cause vulnerable points to appear in this method of judging the value of a teacher, it seems to me certain, that any honest, intelligent effort to measure, on a basis of actual observation or evidence, a teacher's service, in terms of well defined and commonly accepted standards, is preferable to "general impressions," or "conclusions influenced by the extravagant praise or bitter condemnation of a few parents, pupils or others who have had personal relations with this teacher."

WHY ARE YOU A MEMBER OF THE BOARD OF EDUCATION?

(Concluded from Page 16)

fighting. In our own community there has recently occurred a mal-adjustment which has resulted in abruptly ending the school life of a number of boys and girls. In this day, when a four-year high school course is so essential to any further professional training, this means that these boys and girls are forever debarred from many fields of work. I am sure that if the two school boards involved had realized what their arbitrary ruling would mean in the lives of these young people, they would have been less impatient with each other and arrived at a happier solution of their disagreement.

To the great band of men all over our country who take up their stewardship as a sacred duty, I take off my hat (altho I am a woman). The office is not an easy one. The conscientious school trustee stands as the buffer between the state school officials, the taxpayer, the teacher, the parent, and the child, and he is supposed to please them all. No matter how arbitrary and impractical a state ruling may be, no matter how incensed the taxpayer, or how incompetent the teacher, the school trustee is expected to so manipulate matters that all will be well in the end, and everyone satisfied.

Nearly every school board has a majority of members who are busy, over-worked men, yet who give of their valuable time to the consideration of school buildings, selection of teachers, complaints, and the manifold duties that come with the office. Some of these men have no children of their own in school; they give to the work, without compensation, many hours that they might spend in pleasure, profit, or rest, simply because they are large-hearted and public-spirited American citizens.

We have in our state a man who for twenty-three years has never missed a school board meeting. I am sure other states have trustees of equally high record. Such men by their faithfulness indicate the quality of their stewardship; and while we sometimes feel that much of this work for the public welfare is unappreciated, it is none the less worth while. It has been worth while to the men themselves; they are larger and better men for it. We always grow when we help others to grow. No unselfish service was ever rendered that did not reflect favorably on the doer; and any sacrifice, made for these "His little ones," is always noble, tho it may not be appreciated.

THE CERTIFICATION OF TEACHERS.

(Concluded from Page 28)

public instruction be granted without further examination a provisional special certificate in such subject or subjects valid for four years in any school district within the state, provided that such institution has been approved biannually by the state board of school examiners.

(Life certificate after 24 months' experience.)

SECTION 9. It shall be the duty of the state board of school examiners to issue without examination to every holder of a state provisional certificate, a life certificate of similar kind upon satisfactory evidence that the holder thereof has completed at least 24 months of successful teaching, after receiving such provisional certificate.

(Graduates of other than professional school after five years' experience.)

SECTION 10. The state board of school examiners shall issue for five years next following passage of this act without examination, a state life high school certificate to the holder of a degree from any normal school, teachers' college, or university within or without the state that has been approved by the said board of school examiners upon satisfactory evidence that the holder thereof has completed at least fifty months of successful teaching.

SECTION 11. All certificates issued by such board shall be countersigned by the superintendent of public instruction. They shall supersede the necessity of any other examination and be valid in any school district of state unless revoked by the State Board for good cause upon written charges filed and proven in presence and on defense of holder of said certificate.

SECTION 12. No fee shall be charged for any teacher's certificate issued by this state.

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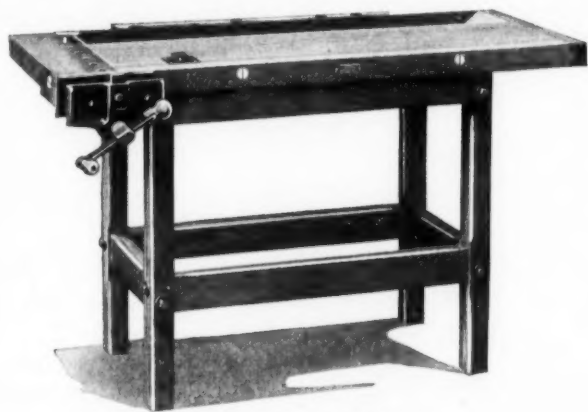
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Hit-or-Miss.

The teacher might apply to his profession the following from Josiah Allen's Wife: "It takes the little streaks of shadow to set off the sunshine. Life is considerable like a rag carpet, if you only look on it with the eye of the weaver. It is made up of dark stripes and light stripes, and sometimes a considerable number of threads of hit-or-miss; and the dark stripes set off the light ones and make them look first rate."

Among the threads of hit-or-miss might be found the following replies of pupils: "The body is composed mostly of water, and about one-half is avaricious tissue." "Perspiration is caused by the culinary glands." "The heart manufactures the blood and the liver keeps it going."

"Columbus was the father of his country."

"The Puritans founded an insane asylum in the wilds of America, and were called Puritans because they were more quiet than the Episcopalians."

"Guerilla warfare was a war where men rode on gorillas."

"John Bright was noted for an incurable disease."

"Prose tells things right along just as they are, and poetry makes it up as you go along."

"Mrs. Browning's Song of the Shirt is found in almost every reader."

Simplicity.

"Airs!" exclaimed the proud mother of whom the *Philadelphia Public Ledger* tells, "My Elsie, for all her learning, hasn't any more airs than her poor old dad."

"Then she won't turn up her nose at her old friends?" queried the visitor.

"La, no!"

"How refreshing! Most girls who go thru college nowadays will hardly look at you after they're graduated."

"Well, they ain't like my Elsie, that's all I can say," retorted Elsie's mother. "She's become a carnivorous reader, of course, and she frequently importunes music. But stuck up—my Elsie? Not a bit! She's unanimous to everybody, has a most infantile vocabulary, and what's more, never keeps a caller waiting while she dresses up. No, she just runs down, *nom de plume*, as she is."

A school teacher was giving her class a problem involving a calculation as to the number of slates required for a roof and to make the problem clear she drew, with some skill, an illustration of a roof and was drawing the slates when she was interrupted by hearing one of the boys laugh.

"What are you laughing at, James?" she asked severely of the boy who was laughing and who was the son of a slater.

"Dad says you cannot slate a roof by starting from the top. You are putting your slates on wrong and your roof will leak," the boy replied.

The teacher studied the drawing a few minutes and slowly realized that she might have

known a good deal about arithmetic she knew very little about slating.

The following episode took place in a country village in the north of England. One morning as a schoolmaster was proceeding to his school he saw a penny lying on the ground. Picking it up, he placed the penny in his pocket, and after the children had assembled in the school the schoolmaster said: "Has any child lost any money?" After a few moments a small boy in the front of the class put up his hand. "Well," Robert, what do you want?" asked the master. "Please, sir, I lost a penny," replied the boy. "And where did you lose your penny, Robert?" inquired the master. "Please, sir, where you found it." Robert got the penny.

"Yes," the youthful professor was saying, "it is a very simple matter to tell the various kinds of trees by the bark."

She gazed at him soulfully.

"How wonderful!" she exclaimed. "And can you—er—tell the various kinds of dogs that way?"

The Teacher's Salary.

A country school teacher was cashing her monthly check at the bank. The teller apologized for the filthy condition of the bills, saying: "I hope you're not afraid of microbes."

"Not a bit of it," the schoolmarm replied. "I'm sure no microbe could live on my salary!"

No, an Expert.

Rumble—"I see a college professor has declared that cranks, geniuses and freaks are all types of the feeble-minded, displaying the same psychology."

Bumble—"Is the professor himself a crank, a freak or a genius?"

Rumble—"What a question?"—Judge.



The Chief Difficulty.

"What has become of that simplified spelling movement?"

"It was held up by the fact that dialect writers couldn't get into the habit of leaving out the apostrophes for omitted letters."

After School.

O mother, can't I have some cake?
Can't Johnnie have some pie?
Can't we come in—just us—and take
An apple by and by,
If we both wipe our feet off clean
The way you told us to?
And if we run across Bill Green
Can't Billy have one too?

O mother, have you seen my hat,
The one I wear to play?
And, say, ma, where'd I put my bat
And ball the other day?
Can't Johnnie wear my other shoes
Till his own pair gets dry?
Do you care, mother, if we use
Your old broom by and by?

We want to use the broom to sweep
The home plate off, you see.
And, mother, we want you to keep
Our things for John and me
So we won't lose them when we play;
Our knife and marbles too—
Won't you please put them all away
Just as you always do?

If Billy Green should come and knock
At the back kitchen door
Tell him we're in the vacant block
Right next to Johnson's store.
And let him have my other shoes—
My old ones—so's to play;
He can't play barefoot or we'll lose;
He's got to pitch today.

And would you care if Johnnie came
To supper when we're thru?
If Bill should pitch a dandy game
Can't I bring him home too?
If Bill comes to the kitchen door
Won't you give him some pie,
So he'll be strong and curve 'em more?
Thanks, ma! Good-by! Good-by!

"Father," said the small boy, "what is a demagog?"

"A demagog, my son, is a man who can rock the boat himself and persuade everybody that there's a terrible storm at sea."

Insuring a Holiday.

"Jimmy," said the fond mother to her smart 9-year-old, "what became of that fruit cake I made for you as a treat yesterday? Did you eat it?"

"No, mamma," answered Jimmy, with a grin; "I gave it to the teacher instead."

"That was very generous of you, Jimmy," complimented his mother. "And did your teacher eat it?"

"Yes, I think so," answered Jimmy. "She wasn't at school today."

Warned.

The Prof. Browning of Oxford, England, was somewhat inclined to corpulency and caused his students some merriment at times. One of the jests which he enjoyed as much as his classes, consisted of an admirable epigram written by a student, J. K. Stephen. It read:

O. B., oh, be obedient
To nature's stern decrees;
For tho you be but one O. B.,
You may be too obese!

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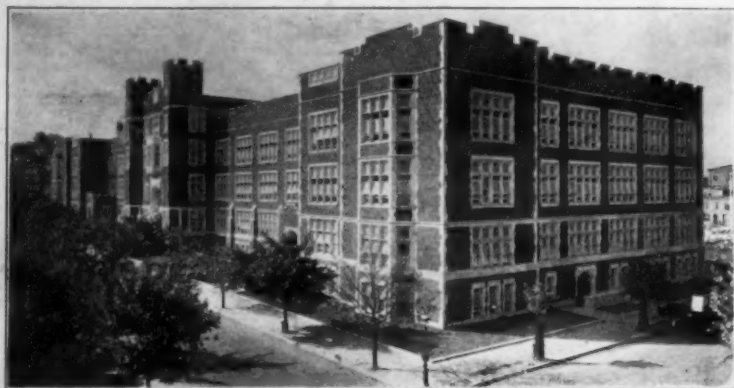


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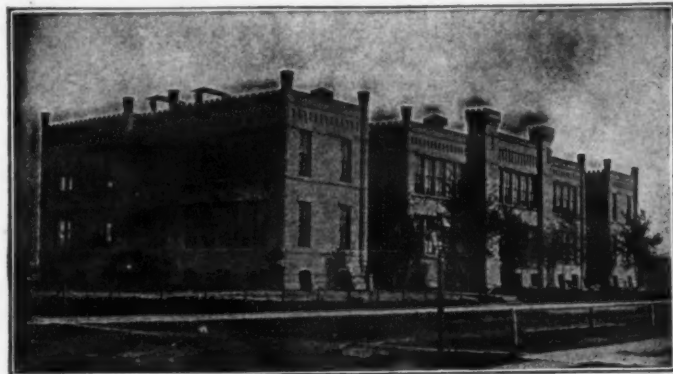
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